

**Franklin School Committee
Minutes
August 9, 2016
Municipal Building – Council Chambers**

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Verizon Channel 29

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

Pledge of Allegiance: All

Attendance: Mrs. Bilello, Mrs. Scofield, Dr. Bergen (absent), Mrs. Douglas, Dr. O'Malley, Ms. Schultz,, Dr. Jewell were present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Miriam Goodman, School Business Administrator; Joyce Edwards, Assistant Superintendent for Teaching & Learning, Paul Peri, Principal, Franklin High School; Bill Klements, Deputy Principal, Franklin High School; Brian Wildeman, Principal, Remington Middle School; Mary Cotillo, Assistant Principal, Horace Mann Middle School; Elizabeth Morrison, Assistant Principal, Annie Sullivan Middle School; Kate Peretz, Principal, Oak Street Elementary School; Kathleen Gerber, Principal, Davis Thayer Elementary School; Evemarie McNeil, Principal; J.F. Kennedy Elementary School; Linda Ashley, Principal, Jefferson Elementary School; Eric Stark, Principal, Keller Elementary School; Edward Quigley, Interim Principal, Parmenter Elementary School; Shannon Barca, Assistant Principal, Parmenter Elementary School; Kelty Kelley, Principal, Early Childhood Development Center;

Moment of Silence:

A moment of silence was observed.

1. Routine Business

- **Citizen's Comments:** None
- **Review of Agenda:** None

Ms. Goodman clarified that the Committee would receive the report at the first meeting of the month to review, ask questions, anything you would like clarification on, etc. then vote at the 2nd meeting.

Dr. Sabolinski advised that the Committee members that they do not need to wait until the next meeting to ask questions, Ms. Goodman is available via phone, email, etc. Ms. Goodman confirmed that it would be helpful to have the questions, etc. in advance of the next meeting.

2. Guests/Presentations:

- a. Dr. O'Malley introduced Mr. Edward Quigley as the Interim Principal at Parmenter Elementary School.

- b. **K-12 Handbooks** - Dr. O'Malley advised that we need Handbooks to open the schools, handbooks are not only the rules of the schools but the culture of the schools. Dr. Sabolinski informed the Committee that Handbooks are school policy. Dr. O'Malley indicated that the handbooks are given out to the students on the first day of school. Dr. Sabolinski advised that the handbooks are all done online. The students read them in a digital format and sign off digitally.

Discussion ensued as some members were not able to open and read all the handbooks and there was a lot to review. Dr. O'Malley suggested that the Principals not go through the handbooks page by page.

Dr. Jewell added that the handbooks do not change radically from year to year, we have been reviewing them from year to year and if something does come up that is a change, it will usually come through the policy sub committee for review and the policies are updated every three (3) years, we don't update everything every three years but we are updating a lot now. Dr. Jewell would like to assure people that these handbooks are very scrutinized before the Committee sees them by the Principals, etc. Dr. Jewell feels that the handbooks work very well and in his 5 years on the Committee has not had complaints from parents of what is in the handbook.

Ms. Bilello advised that she has pretty good comfort with the handbooks as well and reading through the handbooks, one thing she felt was very helpful was that the High School highlighted the change to make it clear where the changes were. Ms. Bilello feels that because of the cumbersome nature of the handbooks, she found that the frequently asked questions that the middle schools have in their handbooks is very helpful.

Dr. Sabolinski advised that Assistant Superintendent Light will outline the process that is used in handbook development and then the Principals from the different levels will talk about the changes in the handbook.

Mr. Light explained the process to the Committee and that it is consistent from year to year. Mr. Light started with Section 3 which is the section that applies to all students in Franklin Public Schools. He advised that anything in Section 3 is something that the Committee has already voted on as policy. The only changes you should see are if a policy was updated. We are not able to update the handbooks on a continual basis, however, the handbooks are updated annually with any new changes to the policies that were done through the year in Section 3.

Mr. Light explained that Section 2 is a section that each level develops collaboratively with all the Principals. Section 2 consists of all the policies that apply to all students and families at the elementary or middle levels.

Mr. Light explained that Section 1 is where the procedures are that take place in a school and that are unique to each school. For example one school may have a different drop off/pick up procedure than another school so it is one way to communicate how one school may operate slightly differently than another.

Mr. Light advised that the High School is the only handbook that is different because it is its own level and own school. He advised that if we have a school rule that is also a School policy, then it is sited both together in the handbook. It works well for the high school but does not work well for the elementary and middle levels so they use the Section 1,2,3 format.

Mr. Light also explained that when the schools develop Sections 1 and 2, it is collaborative, they obtain feedback from administrators, teachers, parents and students about how each level and each school needs to function. Mr. Light also explained that when these handbooks are developed, the Principals send them to Central Office for review and then we actually have our Attorneys also review each of the handbooks prior to publishing them to you.

Dr. O'Malley inquired as to whether we have six different handbooks from the elementary level, that they are all the same with regard to policies, rules, etc.

Dr. Sabolinski advised that Sections 2 and 3 are pretty consistent across the levels, Section 1's are different. Dr. Sabolinski advised that the Principals will be able to address the issue with regard to Section 1.

Dr. Sabolinski also advised that the process of the handbooks starts in January and is a rigorous process. The administrators meet by level continuously and look at it through the lens of students, how are the students going to interpret what is in the handbook. She also advised that once it goes to our attorneys, that is also a lengthy process, these handbooks were submitted in May to our attorneys and we got them back in July. Dr. Sabolinski explains that it is an important part of the process as they are policy that they align with state and federal regulations.

Dr. Sabolinski introduced Ms. Kelty Kelley, Principal of the ECDC and Ms. Evemarie McNeill, Principal of the J.F.Kennedy Elementary School and Mr. Eric Stark, Principal of the Keller Elementary School.

Ms. Kelley advised the Committee of the changes in the ECDC handbook. Ms. Kelley advised that there were very minor changes to Section 1. Ms. Kelley advised that the only addition was a section on Community Collaboration, just making it clear that we collaborate with the local Seniors from the Senior Center, that we go to the Senior Center, we have best buddies come down from middle school and that we have high school visitors come as well, other than that there were minor changes, a word here a word there. Ms. Kelley advised that in Section 2, the elementary section, there are some things that do not apply at the preschool level so that has been removed, so homework is not in there, the IST process, we

are all special educators at the preschool level, so there is a different process. She advises that her handbook is pretty much the same as the elementary level except for the changes mentioned. Section 3 is the same as the rest of the district.

Mr. Stark explained that section 3 is updated annually, Section 2 are the elementary procedures that are specific to all 6 elementary schools, there are no changes to Section 2 in the elementary handbook. Mr. Stark advised that Section 1 continues to be the place where the procedures to the specific schools lie. Mr. Stark advises that there were no significant changes, however, that is where you will find any procedures to specific schools would be as to how arrival or dismissal works.

Ms. Bilello inquires as to the District Curriculum Accommodation Plans being updated annually, will they be updated on all the website with all the changes? Will we have a presentation talking about the changes that are occurring to those?

Ms. Edwards advised that yes, we can certainly have a presentation. Ms. Edwards also advised that she updates the plans in the fall every year, DCAP's and the BCAP's, the Building Curriculum Accommodation Plans fall out of that and they do go on the websites. Those documents are intended to outline MCAS supports. The district is reviewing MCAS / PARCC data and the DCAP/BCAP will be developed in the fall and presented in the MCAS presentation to the School Committee.

Dr. Sabolinski advised that we usually wait until the School Improvement Plans and MCAS data has been reviewed have been adopted as the DCAP and BCAP's derive from the School Improvement Plans and assessment data.

Dr. Sabolinski introduced Mr. Wildeman, Principal of Remington Middle School, Mary Cotillo, Assistant Principal of Horace Mann Middle School and Elizabeth Morrison, Assistant Principal, Annie Sullivan Middle School.

Mr. Wildeman advised the Committee that there were very few changes across the 3 middle schools. Mr. Wildeman advised that the changes made this year had to do with the middle school dress code. Mr.

Wildeman advised that the changes that have been instituted with regard to the dress code this year are that skirts can be no shorter than 8 inches above the knee, that is measured from the middle of the knee formerly this was 6 inches, that shorts are to be no shorter than 10 inches above the knee, measured from the middle of the knee. Skirts and shorts were separated this year as we felt they are different fashion items and should be treated separately. The last change is to yoga pants and jeggings, students must have a top that covers the top of the leg in the front in the back. Ms. Cotillo clarified that the language used in the handbook is basically saying that as long as your butt is covered.

Ms. Schultz inquired as to what the previous language was?

Mr. Wildeman advised that the coverage was matching where the skirt was.

Ms. Morrison advised that it was that it had to be the 5 inches above the knee.

Ms. Schultz clarified that it was it had to be the top of the pants.

Dr. Jewell commented that this is allowing it to be slightly shorter.

Ms. Bilello inquired as to how did you obtain the feedback from the community to insure that this is the best as possible to match what the community's feelings are.

Mr. Wildeman advised that it is exactly that, taking in the community's feedback, hearing from parents, hearing from students, listening and trying to find what was a comfortable ground and compromise from where we were, and as we send the students 'back to school' shopping and buy clothes to match the stringent dress code that we had. The three schools got together, compared all of our information that we had collected and discussed amongst ourselves what we thought would be reasonable.

Ms. Bilello requested an outline of what the policy is because she knows the question is going to come up from members in the community that she didn't have a say in this. Could you explain to us how that community feedback was given so we can make sure that it is very clear to community members that there were families involved in the decision making.

Dr. Sabolinski suggested taking a few steps back and discuss as to how this all became an issue? Dr. Sabolinski advised that this was a conversation at the Middle School level that expanded the whole school year last year and she also heard from parents. Parents were asking for consistency across all three middle schools so this is a task that the Middle School Administration took on last year. And parent perspectives were offered on both sides of this issue. Some parents indicate dress is too provocative and others indicate the autonomy of parent decision making.

Ms. Cotillo advised that this was a frequent conversation at PCC meetings, she had a handful of conversations with parents who would either email or call. Ms. Cotillo advised that at the end of the year, she reached out to two of them and explained that the Middle School administration would be looking at this topic in the handbook and obtained their permission to print out what they wrote to bring to those discussions.

Ms. Cotillo further explained that dress code is a touchy issue, when you have male administrators talking to girls, it can be uncomfortable, there were inconsistencies in administrators who are enforcing the policy, there are inconsistencies in the schools enforcing the policy, there is inconsistencies in interpreting the policy, with all the changes in administration it was a good opportunity to come up with something that is going to preserve the learning environment and meet the needs of the parents and students.

Dr. O'Malley clarified that this presentation is a more consistent application of the policy and it will be less provocative.

Dr. Jewell inquired as to how are you intending to enforce the dress code for consistency sake across the schools?

Mr. Wildeman is able to speak specifically for Remington. What has been done in years past, and continue to do so, is provide the teachers with a blue pass which says 'please go to the office', teachers hand those to students, having already explained to the students at the beginning of the year, this paper indicates to the student that there is some sort of a dress code violation. The teacher does not need to engage in a conversation, trying to not embarrass the student in the moment. At the office, there is a conversation, does the student have another item of clothing, we have

clothing in the office as well and finally can they call home to see if another item of clothing can be brought to school.

Ms. Cotillo and Ms. Morrison agreed that with the exception of the blue pass, that is what happens at Horace Mann and Annie Sullivan as well.

Dr. O'Malley asked to revisit the less provocative statement.

Mr. Wildeman advised that they have changed the height requirement to be less, to say that it will be less provocative, he cannot say that but what he can say is that we have come up with a number that we feel is not provocative starting. If we feel that a student's apparel is provocative then that is where we would feel it is a violation.

Dr. Sabolinski also added that what she has heard as well is setting some standards, making those standards clear to parents and students and setting expectations which was a piece that was missing in the last couple of years, in some of the schools. We need to have 'buy in' from teachers and it is essential to communicate with parent and students and helping them to understand what dress says about the learning environment, it's not just picking on kids about their clothes, it is setting a tone and an atmosphere for learning that is comfortable for all students. Dr. Sabolinski noted that she has heard from parents of male students where their sons feel very uncomfortable about how some of the female students dress and also has heard the same from parents of female students where male students may be making comments about the way some students dress. It's really about creating a safe learning environment for all students emotionally and setting standards and expectations for behavior.

Discussion further ensued with regard to dress code in school.

Mr. Wildeman commented that what was trying to be done was make the dress code reasonable. If the dress code is not reasonable, then there will be more violations.

Ms. Schultz commented that she worries about students being shamed in front of others and asked for clarification with regard to the numbers (inches), she would like to inquire as to whether the school administration will be measuring what length an article of clothing is.

Mr. Wildeman advised that some students who are sent to the office for dress code violation have another item of clothing with them because they knew they were in violation and thought they would give it a try. Mr. Wildeman advised that this is done as subtly as it can be, the teachers are very aware of this, at the first meeting of the year they talk to the teachers about dress code and how to enforce it, honoring the students, respecting them, when the student is in the office it is a dignified conversation. All middle school administrators agreed that the ruler is not used.

Ms. Bilello commented that she has received questions in the community as to how our middle school students look vs. high school students. When walking around the middle school, the students are mostly dressed appropriate but at the high school there is a different standard. She notes that the handbook language is different between the middle schools and high school. She feels maybe it would be better addressed by the High School how that decision is reached.

Dr. O'Malley commented that the High School can address this, however, it is a topic that has tremendous interest and discussion and differences of opinion, the best we can do is trust our administrator to make a reasonable and consistent standard.

Dr. Jewell commented that he has been on the School Committee for 5 years and this is the first time he has ever heard of a reasonable approach to getting students to dress with some sort of a thought process and he really appreciates it.

Mr. Peri called the Committee's attention to 5 changes in the High School Handbook.

Mr. Peri notes that on Page 22, attendance was looked at and with collaboration with our attorney, the High School would like to improve communication, whereby when a student is out 5 days, it is going to trigger increased communication from the school to family much earlier.

On page 39, Mr. Peri notes that in the first 2 years of the High School operation, student's were wearing their student id's on a lanyard, the students did not take to that very well. Mr. Peri advised that working with other schools in the Hockomock, other schools in Massachusetts, working

with the police and different security systems and further explained that working with the student government and outside schools, the lanyard was dropped and kept the student id's. The students have the expectation that they must have their student id's on them. Mr. Peri explained that the student id's have radio chips embedded in them, they open the doors, they help with lunch and speed pass, we are looking to hook them up to printers and copiers, so they are very useful for the students.

On page 40 it references the media center and library and how students sign up to get in there.. It used to be online, 'its learning' platform which the schools no longer use, so it reflects that in there. Students will continue to be able to access the media center/library as we are looking to have our media center and library more vibrant and lived in.

Another change was added to reflect a potential consequence if a student receives a 2nd parking violation.

Lastly, On page 67, Mr. Peri noted that there is a change of location for detention.

Dr. O'Malley commented that the lanyard issue is the exact kind of reasonable accommodation that we expect in the school.

Ms. Bilello would like to take back to the community an understanding or a vote of confidence that students and families were involved in the decisions about the dress code and perhaps the rationale for the difference between the middle level policies vs. the high school policies.

Mr. Peri advised that the high school dress code policy is difficult for him to speak to has it is one that was inherited, it has been in existence for a long, long time. Mr. Peri commented that he finds in an anecdotal way that the high school students dress more conservatively than the middle school. He notes that there are conversations each and every day with a certain population of 1750 students, there seems to be a smaller percentage.

Mr. Light was able to weigh in on the dress code where he advised that the dress code at the High School is about 10 years old. At the time, there was student, faculty, family engagement and at the time it was decided to use very explicit language about the 6 parts of the body that were not acceptable to be shown in the school. Mr. Light felt that it was

successful. Mr. Light explained that different groups have different standards within any community. He noted that for as many parents that will be frustrated that the dress code isn't conservative enough, there are as many parents that feel our dress code is too conservative. Mr. Light explained that one thing they tried to do proactively was to send out a reminders of the dress code in July and early August when the students begin to go back to school shopping.

Ms. Douglas noted that she took a course on t-shirts and they are sometimes more disturbing.

Mr. Peri advised that they have had those conversations and they are sometimes easier to have, where the t-shirt is turned inside out.

Dr. Sabolinski advised that she has received comments from the community about implementing uniforms. Dr. Sabolinski notes that it is our job to provide a safe learning environment for all students.

Dr. Jewell commented that he finds it hard to believe that the dress code is being enforced at the high school and he does understand that kids push it. He would like the extremes to be eliminated.

Mr. Peri advised that being at the high school this past year and sitting in with many administrators and students and listening to these conversations, he can assure the committee that these conversations are happening.

Dr. Jewell feels that it goes back to the parents where they approve of it, that we are in a society now where they do not want the school to teach, they want the parents to teach, but we don't all agree on what the parents are teaching.

Recess

b. District Improvement Plan -

Dr. Sabolinski advised that the Central Office administration collaborated with the Principals to develop the District Improvement Plan. Dr. Sabolinski advised that the administrative team has been working together to become an effective high performing team and part of the work has been focused on overall district improvement. Dr. Sabolinski advised that

the team wanted to take the District Improvement Plan in a different direction.

The first part is our vision which is part of our core values, our vision for education.

Dr. Sabolinski then explained that the team developed a Theory of Action which is a different approach to improvement. A Theory of Action is an underlying set of assumptions that move our school district from a current state to its desired outcome. It is a future based statement and a strategic goal for the district which will sustain us over the next year. Dr. Sabolinski feels this Theory of Action is the best collective thinking of our 38 member administrative team.

Dr. Sabolinski advised that the team developed three (3) strategic objectives this year. As the District Improvement Plan is revised, Dr. Sabolinski, Assistant Superintendent Light and Assistant Superintendent Edwards will be reporting in January about where the district is at. Dr. Sabolinski advised that this document will drive the School Improvement Plans which will be presented to the Committee in September.

Dr. Sabolinski read the Theory of Action. **(See attached District Improvement Plan (DIP))**

Assistant Superintendent Mr. Light advised the Committee that to implement a change, it is a multi year initiative. The goal of the Social Emotional Learning which is the first of the Strategic Objectives, is a multi year goal, we are probably in year 2 ½ of 4 -5 years total implementation.

Mr. Light advised the Committee that there are smaller initiatives within the objective. Mr. Light explains what the first Strategic Objection is as well as the Strategic Initiatives. **(See DIP attached)**

Mr. Light explains that this is getting back to basics and teaching the whole child. When students are ready to learn and can socially and emotionally attend to what is going on in class, they end up achieving at higher levels.

Ms. Edwards advised the Committee of the 2nd strategic objective which is curriculum instruction. There are several key components and one is an aligned curriculum. Ms. Edwards advised that we need to focus on the best instructional practices, varied assessment opportunities so all students have a methodology for showing what they know, personalized learning, which has often been called differentiated instruction and meeting the needs of all students. **(See DIP attached)**

Ms. Edwards advised the Committee that there will be presentations by departments this year rather than by schools. The Math Department will be presenting at the end of September. Ms. Edwards also advised that she will present on MCAS and PAARC results.

Ms. Edwards gave an overview of the Strategic Initiatives with regard to the 2nd Objective of the District Improvement Plan. **(See attached DIP, Strategic Initiatives)**

Ms. Edwards advised that there will be a task force to study best practices around homework. Ms. Edwards advised that the I policy around homework was tabled so as to look at the best practices and make recommendations to revise the policy that is outdated.

Ms. Edwards also advised that they will be looking at forming a study group to look at alternative learning opportunities which was previously referred to as the 'Blizzard Bag' for no school days. A proposal for our alternative learning opportunities will need to be submitted to the State for approval.

Ms. Edwards advised that support for the NEASC visit in March will be ongoing.

Dr. Sabolinski advised that the last strategic objective is refining and revisiting our professional culture and climate. This outlines the work the administrative team does collaboratively with teachers.

For strategic initiatives, see District Improvement Plan attached. Dr. Sabolinski advised that as the District Improvement Plan evolves, there may be some revisions to include in the last strategic objective transition of a new Superintendent, it cannot be added now but by January it could be outlined in this section as to what a transition would look like .

Dr. O'Malley commented that this was an outstanding document.

Ms. Scofield inquired as to how many counselors have been hired for the upcoming school year?

Dr. Sabolinski advised that there are no new counselors hired through the budget however there is one psychologist and a counselor hired through the Sped Grant. These positions will support ECDC, FHS and one of our Sub-separate programs.

Ms. Bilello referred to Policy ABA, a strategic plan shall be reestablished every 3-5 years, 1 year before the expiration of the plan, efforts will be undertaken to prepare for the next school year. It discusses the importance of presenting a report that addresses progress made in all the goals and related areas. Ms. Bilello grapples with what is policy and how this document was presented. For example, on the Franklin high School website right now, the School Improvement Plan is from 2015, updates given are from February 2015 which is a year ago. If you go to the District website, you can see the updated one. We haven't had any update on the progress towards those goals, yet we are now talking about what the next goals would be. Ms. Bilello advises she has not seen presentations of the progress of the goals, her understanding is that the process is supposed to be driven towards those goals where we didn't succeed.

Dr. Sabolinski advised that these goals are driven from multi-year initiatives. We knew there was a need for social/emotional learning and started on that. Dr. Sabolinski advised that we try not to change direction every year. The way the DIP is presented has changed, although the strategic initiatives have been consistent.

Dr. Sabolinski addressed Ms. Scofield's question. We did add a Psychologist and a Counselor, but not through the budget, it is through the Special Ed grant. There was nothing added through the budget process.

Ms. Schultz had a clarifying question, where the DIP from last year has a different format. There were four standards. Ms. Schultz noted that the Committee reviewed this when they first convened the Community Relations subcommittee to talk about whether we would take on the strategic plan vision process and the cost involved.

Dr. Sabolinski noted that we didn't opt to go in that direction as it was not a good use of resources.

Dr. Jewell commented that he has heard over the last year is the importance of counseling, you also brought up if you don't have the money for counselors, there are other alternatives. You have brought up the idea of changing the frameworks for the counselors so they can have more effective time with the students. Dr. Jewell notes that when the counselors presented to the School Committee, they said that part of the change was to have more time to do the general upfront with all the students rather than individually with a general approach which gave them more time to look at the individual students and their individual needs. He would like to point out that we are not doing nothing to improve counseling. The Town of Franklin is not going to give us a ton of money, the State gave us some more money than last year, it has to trickle down. The Town Council has to be held accountable if that is money that is coming down that is aimed for the schools, that's where it ought to end up not in the general fund. Dr. Jewell commented on what he liked about the plan is that we have to hold people accountable for their own actions which means when a freshman starts at the high school they are told that this is not a freebie year. This is a year that you begin what you want to do. Dr. Jewell notes that what he is hearing is that there are things in place to not lose any students, you are also holding students accountable, starting the process early. Dr. Jewell likes what is being said, he hears what is being done and feels that we are moving in the right direction because new teaching techniques are different and they are difficult for

parents to learn. It is going to take some effort on our part to get the word out to parents that it is not the way it used to be.

Ms. Schultz had another clarifying question. She is noting that the one standard, objective that was dropped is the Community Engagement from last year to this year.

Dr. Sabolinski advised that the team felt that it is embedded in all the work of the three strategic objectives. Dr. Sabolinski appreciates all the comments about resources and does agree that we need to advocate for resources, however, we couldn't stop progress because we don't have the resources. We put together a plan to keep moving forward within a framework of what we can accomplish in as many creative ways that we can.

Dr. Sabolinski referred back to Ms. Bilello again, was she looking for us to build in more monitoring progress, rather than coming back in January. Do you want a quarterly report.

Ms. Bilello recognized that we are taking on a new process which is critical, because we have had Dr. Sabolinski's leadership for a long time, at the same time we have a responsibility to our community to make sure that we are monitoring the progress and effectively looking at where we need to make improvements. She feels as though she has not heard enough to understand where the gaps are and where we need to go for improvement. Ms. Bilello feels that this Town needs to have more of a two-way feedback system in place which she hears from the community. Ms. Bilello feels that timeliness of goals is important and when these goals are multi years, as a School Committee member she would like to understand what the timeline is.

Dr. Sabolinski commented that there was an assumption with a lot of these, there are a lot of opportunities for parent engagement in pretty much everything we are doing. Dr. Sabolinski advised that this is a core belief and value, although they would be happy to tweak the plan and put some timelines of what it would look like when engaging all stakeholders.

Dr. Jewell gave an example of some feedback he has received. There was a teacher in the High School that gave students A's and B's, the students

were not prepared to take exams, etc. The teacher is no longer here. A more strict teacher was hired, the kids liked the high grades, they like the easy classes, therefore they complained to the parents. Dr. Jewell indicated he received a lot of complaints about that, but after explaining the overall process, parents were understanding. The parents explained to their children why it is not always best to have the easy teacher. School is not easy, it's a learning process.

Dr. Sabolinski commented that Dr. Jewell does bring up some good points and some good dialogue that the Community Engagement subcommittee has had. There will be a meeting with the High School Administration to talk about some of these of things.

Dr. Sabolinski also advised that the SIPS (School Improvement Plans) are part two of this implementation.

3. Discussion Only Items: NONE

Dr. Sabolinski advised that the adoption of the District Improvement Plan as an Action Item was omitted. She asked the Committee if they would be willing to approve with recommended changes or wait and hold it until the next meeting?

Ms. Schultz asked if it would have a negative impact?

Dr. Sabolinski advised that it would put off the School Improvement Plans which would delay educator goals.

Discussion ensued.

Ms. Douglas made a motion to adopt the District Improvement Plan conditionally with recommendations from the School Committee. Seconded by Ms. Schultz.

Approve: 6 Oppose: 0

4. Action Items:

a. I recommend acceptance of two checks for Davis Thayer as detailed:

- 1. DT PCC - \$1,101.00 Supplemental Supplies
- 2. Target - \$100.00 In-House Enrichment

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 6 Oppose: 0

b. I recommend acceptance of a check for \$825.00 from

SEPAC for districtwide supplemental supplies.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 6 Oppose: 0

- c. I recommend acceptance of a check for \$327.00 from All American Publishing for Supplemental Supplies for FHS.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 6 Oppose: 0

- d. I recommend adoption of the ECDC Student/Parent Handbook as presented.

Motion: Ms. Douglas Second: Dr. Jewell
Approve: 5 Oppose: 0
Abstain: 1 (Ms. Schultz)

- e. I recommend adoption of the Davis Thayer Student/Parent Handbook as presented.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 5 Oppose: 0
Abstain: 1 (Ms. Schultz)

- f. I recommend adoption of the Jefferson Student/Parent Handbook as presented.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 5 Oppose: 0
Abstain: 1 (Ms. Schultz)

- g. I recommend adoption of the Keller Student/Parent Handbook as presented.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 5 Oppose: 0
Abstain: 1 (Ms. Schultz)

- h. I recommend adoption of the JF Kennedy Student/Parent Handbook as presented.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 5 Oppose: 0
Abstain: 1 (Ms. Schultz)

Approve: 5
Abstain: 1 (Ms. Schultz)

Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised that the new Principal of Davis Thayer Elementary School, Ms. Gerber, is inviting students in grades 1-5 to have Popsicles with the Principal on August 19th.

Dr. Sabolinski advised that the K-5 students, this is posted on website, teacher placement letters will be mailed August 15th, Middle School letters will be mailed on August 18th. For the High School, notification to entering freshman will happen on August 15th, and for grades 10-12 August 24th and 25th, this information is obtained through Aspen.

Dr. Sabolinski noted that the bus routes have not been posted yet, Ms. Goodman noted that they would be posted by the end of the week.

Dr. Sabolinski advised that the Charles River Watershed, in collaboration with DPW, will be having a tour of Rain Gardens on August 17th from 4:00-6:00 p.m.

Dr. Sabolinski advised that the S.A.F.E. coalition is sponsoring a golf tournament on August 22nd.

Dr. Sabolinski also noted that enrollment data will be available at next meeting.

6. School Committee - Sub-Committee Reports

- **Budget Sub-Committee** - None
- **Policy Sub Committee** - None
- **Community Engagement** - Ms. Schultz gave an overview of the Community Engagement sub-committee. She advised that the Committee held a series of meetings with school committee members, there were 6

coffees held. The broad subject areas and the topics of concern, there were a lot of high school related, communications, scheduling, health which included food service, bullying and meeting the needs of all learners. The subcommittee will be narrowing down on specific areas, first the subcommittee will look a curriculum concerns at the High School, surrounding both math and english. Ms Schultz feels that there will be a chance for some dialogue with High School Administrators at their dinner meeting on Monday. The next steps of the subcommittee will be to continue to hold monthly coffees, once the meetings are scheduled they will be posted. The subcommittee is going to try to tie coffee hour with the presentation that will happen at the school committee meeting. The subcommittee is also going to establish a quarterly newsletter and hope to have it out early in the fall.

Ms. Bilello noted that there was a lot of work, there is a lot of collaboration and the subcommittee feels that it is a vehicle to create the two way dialog, getting the info of where the concerns lie and getting the information back.

- **Chapter 70 resolution** - None
- **Calendar Committee** - None
- **School Committee Liaison Reports** - Dr. Sabolinski advised that she attended a S.A.F.E. Coalition meeting and it was a good meeting where the Coalition was able to reflect on what has happened the past year. Some counseling centers have been opened, where there will be some professionals available, like a mobile unit to help families dealing with family members who are dealing with substance. A family can call a professional and meet at a coffee shop or come to their home. She will be volunteering at the S.A.F.E. coalition table at St. Rocco's. The volunteers at the S.A.F.E. table at St. Rocco's will be chatting with the community about what S.A.F.E. does and letting the community know of the services are available at no cost.

7. **New Business:** Dr. O'Malley advised that he had a broad scheduled relative to the Superintendent search will begin by some interviews for the search team on August 23rd, Dr. O'Malley requested that there is no Superintendent search information happening at the September 6th school

committee meeting. Dr. O'Malley is hoping that by September 20th, that a partner for the Superintendent search has been chosen.

8. **Executive Session:** Ms. Douglas made a motion to enter Executive Session, not to return to open session. Seconded by Ms. Schultz.

Roll Call Vote: Ms. Bilello - Yes; Ms. Scofield - Yes; Ms. Douglas - Yes; Dr. O'Malley - Yes; Ms. Schultz - Yes; Dr. Jewell - Yes.

9. **Adjourn:** Ms. Douglas made a motion move to adjourn, second by Ms. Scofield.

8:50 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 8-9-16.pdf
Budget2Actual.pdf
Payroll Warrant #1702 summary.pdf
Payroll Warrant 1702.pdf
FPS Summary & Sign off.pdf
SCWarrant 063016 #3.pdf
SCWarrant071416.pdf
SCWarrant072116.pdf
SCWarrant072816.pdf
July 19, 2016 SCMinutes-DRAFT
ASMS - Handbook 2016-17.pdf
DT - Handbook 2016-17.pdf
ECDC - Handbook 2016-17.pdf
FHS - Handbook 2016-17.pdf
HMMS - Handbook 2016-17.pdf
Jefferson - Handbook 2016-17.pdf
JFK - Handbook 2016-17.pdf
Keller - Handbook 2016-17.pdf
Oak Street - Handbook 2016-17.pdf
Parmenter - Handbook 2016-17.pdf
Remington - Handbook 2016-17.pdf
District Improvement Plan 2016-17

ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
ActionE.pdf
ActionF.pdf
ActionG.pdf
ActionH.pdf
ActionI.pdf
ActionJ.pdf
ActionK.pdf
ActionL.pdf
ActionM.pdf
ActionN.pdf
ACCEPT-Board Update - July 2016.pdf

**FRANKLIN PUBLIC SCHOOLS
DISTRICT IMPROVEMENT PLAN
2016-17**

VISION			
The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.			
THEORY OF ACTION			
If we nurture a safe, supportive and collaborative learning environment where all stakeholders are engaged and take ownership of their role in teaching and learning and there is a broad, rigorous curriculum, exemplary instructional practices, and culture of feedback and reflection regarding student performance, then all Franklin students will develop the necessary social emotional, academic and career skills to be productive global citizens in an ever-changing world.			
STRATEGIC OBJECTIVES			
<i>To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</i>	<i>To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</i>	<i>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</i>	<i>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</i>
STRATEGIC INITIATIVES			
<ul style="list-style-type: none"> ● Continue implementation of Zones of Regulation at the elementary level. ● Continue implementation of Responsive Classroom at the elementary school level. ● Implement Responsive Classroom at Middle School level. <ul style="list-style-type: none"> ○ Professional development ○ Purchase materials ○ Establish implementation timeline/process. ● Continue to develop and implement Developmental Guidance programs and lessons at the elementary, middle and high school levels. <ul style="list-style-type: none"> ○ Create a schedule that supports counselors having time to meet with classes to offer skill based lessons to support students in identifying stressors, and behaviors that impede learning and replace with positive supports to increase achievement. ● Review and/or implement Advisory Programs at the middle and high school levels. ● Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition. ● Continue to implement the Signs of Suicide program as a component of the wellness curriculum in grades 7 & 9 	<ul style="list-style-type: none"> ● Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas with a targeted review of Health/Wellness. ● Continue development and implementation of alignment and instructional changes of new standards in: <ul style="list-style-type: none"> ○ Science ○ Digital Learning/Technology ● Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students. ● Review current formative and summative assessment and grading practices. ● Create a task force to study best practices with regard to homework and make recommendations for K-12 homework practices. ● Support High School NEASC accreditation self-study and visit during the 2016-2017 school year. ● Develop presentation and forums for parents/guardians to offer informational 	<ul style="list-style-type: none"> ● Continue administrator professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication. ● Continue to develop and strengthen the degree to which the district and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving. ● Establish committee to explore Peer Coaching opportunities within the district to support teacher leadership opportunities. ● Establish a joint committee comprised of members from the administration and Franklin Education Association (FEA) to foster ongoing dialog about educator evaluation and promote improved outcomes for students. ● Continue to improve professional development and training around the educator evaluation process. 	<ul style="list-style-type: none"> ● Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative. ● Annual presentation to School Committee on goals and outcomes ● Collaboration with SAFE Coalition to facilitate educational programs ● Nutritional Nuggets newsletter will be disseminated monthly as educational information on Health/Wellness ● Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders. ● Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process. ● Use results of 2015-16 SWAC Community Engagement Survey to inform revisions to SWAC policy and goals ● Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals

<ul style="list-style-type: none">• Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.• Continue to develop partnerships to support Social Emotional Learning in the community at large.	updates, roll out implementation of initiatives and solicit feedback.		<ul style="list-style-type: none">• Report progress on School and District Improvement Plans to community via school committee meetings.• Utilize existing systemic structures such as school councils, Joint PCC, PCCs, Booster Organizations, Franklin Education Foundation, and business partnerships to inform goal setting and improvement planning.
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Oak Street Elementary School

Family/Student Handbook 2016-2017

Mighty Oaks from
Little Acorns Grow

Achievement

Creative

Original

Respect

Never give up

Safe

www.franklin.k12.ma.us/oak

Kate Peretz, Principal
Tanya Lamoureux, Assistant Principal

224 Oak Street
Franklin, Massachusetts 02038

Telephone: (508) 541-7890

Fax: (508) 541- 8047

If you need to receive a copy of this handbook translated in your spoken language, please contact the Principal's office by calling 508-541-7890.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, os portugueses, contate por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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A Message from the Principal

August, 2016

Dear Oak Street Families,

Welcome to Oak Street! Whether you are new to our community or are returning for another wonderful year, the teachers and staff join me in saying how happy we are to have you be a part of the Oak Street family. We are looking forward to a successful and productive year for both you and your child.

This handbook is just one of the ways we will communicate with you this year. There are many practices, policies, regulations, and services discussed in these pages. Please read and refer back to this handbook throughout the year. Many of your questions have been anticipated and are discussed in some detail, however, we are always available to clarify any school matter.

Close cooperation between home and school is essential to promote the best interests of your child. We ask that you participate by visiting our school on Curriculum Night and for parent/teacher conferences, as well as for any special events. You may also volunteer in our classrooms or through our Parent Communication Council (PCC). You might visit our school webpage, or follow us on Twitter @OakStElementary. Please make sure you watch for messages from us either through your email or via your student in a paper version. It is important that communication is always a top priority.

It is our goal to work together with you to create the best possible experience for your child and for the entire Oak Street community. Much more information on how we will do this is to come soon. For now, begin with the handbook and again, welcome!

Sincerely,

A handwritten signature in black ink, appearing to read "Kate Peretz", with a long horizontal flourish extending to the right.

Kate Peretz
Principal

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairman
Ms. Cindy Douglas, Vice Chairman
Dr. Anne Bergen
Ms. MaryJane Scofield
Dr. John Jewel
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

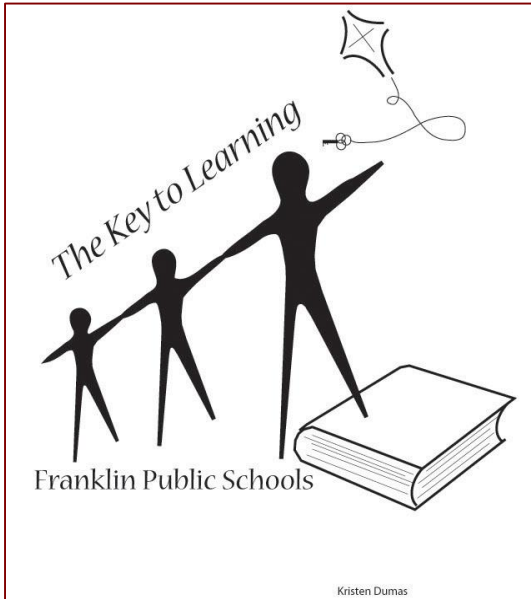
Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Supt. For Teaching & Learning	(508) 553-4824
Ms. Debbie Dixon, Director of Student Services	(508) 553-4833

OFFICE DIRECTORY

(508) 541-7890

Ms. Kate Peretz, Principal
Ms. Tanya Lamoureux, Assistant Principal
Ms. Julie Rainville, Secretary
Ms. Caitlin Van DeGiesen, School Nurse
Ms. Diane Petit, School Psychologist

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES



VISION STATEMENT

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

MISSION STATEMENT

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

CORE VALUES

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents/guardians and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

OAK STREET SCHOOL VISION

TO FOSTER CRITICAL THINKING
TO STRIVE FOR ACADEMIC EXCELLENCE
TO PROMOTE LIFELONG LEARNERS

Mighty Oaks from
Little Acorns Grow

 Achievement

 Creative

 Original

 Respect

 Never give up

 Safe

PART I. SCHOOL SPECIFIC PROCEDURES

SCHOOL HOURS:

Grades K- 5 8:30 AM – 2:40 PM Half Days 8:30-11:40 (no lunch)

School officially starts at 8:30 AM. Teachers are on duty at 8:15 AM and children may enter the building at that time. Children are to arrive at the school between 8:15 AM and 8:30 AM. Please do not send your child to school earlier, as there is no supervision planned before 8:15 AM. Children are considered tardy after 8:30.

ABSENTEE CALL- IN PROCEDURE: (508- 541-7253)

Provide the following information when calling school personnel when your child is absent from school due to illness

- Student's name
- Classroom number or teacher's name
- Date(s) of absences

Do NOT leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for classroom teacher or for Solutions Personnel

ADDRESS and TELEPHONE NUMBERS:

Please advise the school immediately when an address change occurs. In case of an emergency, it is of the utmost importance that the school be informed of current information. In addition, if contact persons' addresses and/or phone numbers listed on the emergency cards change, please notify the school as soon as possible.

ARRIVALS and DISMISSALS:

Buses start arriving at school at 8:10 AM and dismissal begins at 2:35 PM. It is essential that no vehicles enter the bus loop at any time. This is an extremely important safety measure that must be followed. Parents/Guardians are asked to leave the students in the foyer of the school and not bring them to their classrooms.

IMPORTANT We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card.

SAFETY CONSIDERATIONS: Please provide the school with any relevant documents concerning custody, restraining orders, etc. Thank you for your cooperation in this matter.

SAFE ARRIVAL:

To ensure all children arrive at school safely, the Oak Street Elementary School has a "Safe Arrival Program." The "Safe Arrival Program" will be in place to verify any unreported student absence as quickly as possible. The school attendance number is 508- 541-7253. If your child will not be attending school, please call this automated number at any time prior to 8:00 AM.

SCHOOL SAFETY:

To help ensure the safety of all our students, all outside doors will be locked during the school day. Staff members on bus and recess duty will have a radio and access to the building at all times. Parents and/or visitors should enter through the Oak Street main door during the day. This door is equipped with a camera, buzzer and a monitor. All visitors to the school are required to sign in at the office, wear a school badge, and sign out before leaving.

ARRIVAL FOR WALKERS AND STUDENTS DRIVEN TO SCHOOL:

There are 2 driveways. The one closest to the school is for parking in the parking lot and for entering the drop off and pick up lane.

The adjacent driveway closest to the high school is for buses only.

Morning Drop Off by Car

- There are three driveways. The first driveway is an exit driveway. The second driveway is for parking in the parking lot and for entering the drop off and pick up lane. The third driveway is the bus loop.
- Follow all of the arrows in the parking lot. This will prevent traffic from backing up onto Oak Street.
- If you need to assist students, you **MUST** park in a legal parking space.
- All cars will enter the driveway leading to the main parking lot in single file and continue past the parking lot (now on your left) all the way to the front of the school. Follow the arrows in the parking lot.
- Students should exit the vehicles only on the right side onto the sidewalk and proceed to the school. (Park your car and walk if you are not able to do this.) Vehicles should remain in line until the vehicles in front depart.
- Adults should not get out of the car.
- Do not attempt to pass while in the drop off lane. (unless you are directed to do so by a staff member).
- Please be vigilant of pedestrian traffic crossing at the crosswalk. People crossing at the cross walk have the right of way.
- Cars will stop at the crosswalk and wait for the staff member to signal them to proceed out to Oak Street.
- If a staff member is not present, pedestrian traffic in the crosswalk always has the right of way.
- Do not pull into the handicap spaces or in the parking lot to drop off your students. You need to park in a legal parking space and walk your students to the crosswalk. The rules we have in place are for all to be safe.
- Do not drop off students in the parking lot without walking them to the crosswalk.

Morning Walkers

- Students will stay on the sidewalk as they enter the Oak Street School property.
- Students will stop at the driveway to the parking lot and wait for the crossing guard to cross them and then proceed along the sidewalk to the Oak Street School door.
- Walkers should not arrive before 8:15 AM.

DISMISSAL FOR WALKERS AND STUDENTS PICKED UP FROM SCHOOL: begin at 2:35 PM and half days 11:35 AM (No Lunch)

Students are dismissed in the following order:

1. Students attending the Solutions program and vans

2. Walkers in grades K-2 and walkers in grades 3-5

Walker- A true walker is a student that has permission to walk off of the Oak Street School property without adult supervision after checking out with a staff member or crossing guard.

- All walkers will line up in one of three lines with the Crossing Guard. (Highland Ave., Oak St., or parent/guardian) Once attendance is taken, walkers will proceed to Oak/Highland Street under the direction of the Crossing Guard.
- Kindergarten walkers only if not met by an authorized adult will be walked back to the school and an adult will be required to pick them up at school

3. Café Pick-up- A student that has an adult waiting in the cafeteria. These students will be checked off by an Oak Street staff member. We need to know who is allowed to pick up your student if you are not, please be very specific on your note.

- Café Students (K-5) being picked up by parents/guardians (called café pickups) will be called over the intercom. If you are picking your children up at this time, you must park in the parking lot and not the car pick up lane. Parents/guardians may enter through the Oak Street main doors starting at 2:30 PM and proceed to the cafeteria. Parents and/guardians come into the cafeteria. As soon as your child meets you, proceed to the doors and a staff member will check you out. Please be sure to bring in your identification.

4. Busses and Daycare busses called

5. Car Pick-up line- A student that has a specific note telling us who will pick them up every day in a car. Families will be given two name signs for their cars

- Car Students being picked up by car (called car pickups) will be called last over the intercom and will line up on the sidewalk in front of the school. Once we identify the car in the car lane and attendance is taken, the child will be dismissed to the car.

When all goes well our dismissal is complete by 2:50 PM. On rainy or snowy days dismissal may be a little slower. Thank you for helping us make Oak Street as safe as it can be.

Bike Riders: Children may ride their bikes to school with written permission from both the parents. All bike riders must wear a helmet. If a child rides to school without a helmet, he/she will not be allowed to ride home until a helmet is brought from home. Parents will receive bike safety rules to review with their child along with a permission slip to ride. These slips are available in the office. Bikers must cross with crossing guards.

Buses:

Bus Passes/Pay to Ride: The Franklin School Committee transportation policy is as follows:

- All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students in grades 7-12 are not eligible for free bus transportation.
- Students in grades K-12, who do not qualify for bus transportation, may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.
- Pay to ride options are available on a space available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride applications are available at the school office, online, or at central office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.
- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement there is a \$5.00 fee.

** A complete transportation policy is available in the school office.

Bus Rules: The bus is an extension of the school and, therefore, all school rules apply. Parents should review bus safety procedures with their children.

1. Hands and feet are to be kept to yourself. No hands out the window or feet in the aisle.
2. Sit down and face front. Do not stand until the bus reaches a stop.
3. Cross the street in front of the bus with the bus driver's signal.
4. Behavior on the bus is the same as is expected at school.
5. Use quiet voices so as not to distract the driver.
6. Kindergarteners have front seats.
7. The bus driver is in complete charge. He/she may assign seats if necessary.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Because of the crowded conditions of the buses, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

Change in Dismissal Routines: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note each week to ensure the safe dismissal of your child.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method. In the event of a last minute change to the routine and a call is required, this must be done prior to 2:00.

Dismissal: We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

Walkers: Walkers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

The crossing guard on Oak Street is in place to secure the safety of our walkers. Children must cross with the crossing guard and are not permitted to cross at any other location. They may enter the schoolyard on the sidewalk.

OAK STREET SCHOOL UNSCHEDULED EARLY DISMISSAL PROCEDURE

In the event that it becomes necessary to dismiss early at the Oak Elementary School, the *Black Board Connect-Ed* emergency automated notification system will be available for use during the school year. If you sent in your information and that information has not changed, you should be all set. If you need to update information or you are new to the school, a new Black Board *Connect-Ed* form will be sent home.

Lost & Found: The Lost and Found is located in the hallway near the office. Parents and students should regularly check for items that have been lost.

Lunch: \$2.50 milk only 0.50 Charges and Uncollected Debt – Food Service

Based on guidance issued by the U.S. Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an “emergency meal”. Under no circumstances will students be denied food because they lack the funds to pay. Choices of “emergency meals” include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within the household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30th). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may have a practice assignment when another has an enrichment assignment. This depends on the

individual's needs and his/her level of understanding of the material. If you find your child is spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:

- School Psychologist/School Adjustment Counselor
- Regular Education Teachers
- Administrator
- Special Education Teachers
- Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team, in consultation with parents/guardians, may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

LIAISONS/COMPLAINT OFFICERS

Individuals with Disabilities/Special Education Director

Ms. Debbie Dixon
Director of Student Services
355 East Central Street
Franklin, MA 02038

Homeless Liaison

Ms. Debbie Dixon
Director Student Services
355 East Central Street
Franklin, MA 02038

English Language Learner / Title 1 Coordinator

Ms. Michele Kingsland-Smith
Parmenter Elementary School
235 Wachusett Street
Franklin, MA 02038

Section 504 Coordinator

Ms. Debbie Dixon
Director of Student Services
355 East Central Street
Franklin, MA 02038

Title II Liaison

Mr. Peter Light
Assistant Superintendent of Schools
355 East Central Street
Franklin, MA 02038

Title VI Officer Civil Rights Officer Harassment/Grievance

Mr. Peter Light
Assistant Superintendent of Schools
355 East Central Street
Franklin, MA 02038

Title IX Officer

Mr. Peter Light
Assistant Superintendent of Schools
355 East Central Street
Franklin, MA 02038

Educator Licensure

Ms. Lisa Trainor
Director Human Resources
355 East Central Street
Franklin, MA 02038

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of

ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.
4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations, the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____
Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]
Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the’ Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools

seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school,

approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as*

possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim's property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
 - Creates a hostile environment at school for the victim;
 - Infringes on the rights of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

Report of an incident is received

Ensure safety of all students

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)

Speak to other relevant adults – teachers, counselors, and/or bus drivers

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Identify bully/cyberbully and bystanders as appropriate

Identify victim(s) as appropriate

Include the School Resource Officer (SRO) as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Provide appropriate information to the parents/ guardians of the victim and the bully

Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

Report of an incident is received

Notify Supervisor

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other persons involved, including bystanders, witnesses

Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Take steps to restore a sense of safety for the victim, witnesses and school community

Notify all involved about the prohibition of retaliation

Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
- Referral to the School Psychologist or School Adjustment Counselor
- Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 a.m. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework
- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midriffs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, sex, gender identity, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day, time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.

2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.30 including milk. Milk alone is .50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch.

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ I **DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ I **DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. ***Please note:*** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____
Parent/Guardian Name: _____
Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.

- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on

this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimilies)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to the Due Process Procedures outlined commencing on page 94, a student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list):

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity

- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a direct and substantial relationship to the conduct in question?
 - >Was the conduct a direct result of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.

- If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program... from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm in accordance with these regulations. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:
 - a. Determining close contacts as defined by MDPH
 - b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
 - c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
 - d. Providing general notification to staff and the school community as indicated
2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided.

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons
- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to

kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Dept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).
<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and Fingerprint-Based CHRI Checks: All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

SECTION III: DISTRICT-WIDE POLICIES

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school- sponsored social events, trips, sports events, work related travel or similar events connected with school or employment.

Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school’s technology resources. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- **I will respect and protect the privacy of others**
- **I will use only assigned accounts**
- **I will not view, use or copy passwords, data or networks that are not authorized**
- **I will not distribute private information about myself or others**
- **I will respect the integrity, availability and security of all electronic resources**
- **I will observe all security practices**
- **I will report security risks or violations to my teacher or administrator**
- **I will not destroy or damage data, network or other resources**
- **I will respect and protect the intellectual property of others**
- **I will not infringe on copyrights**
- **I will not plagiarize**
- **I will follow all school rules and the code of conduct in school handbooks**
- **I will not harass or cyberbully other students**
- **I will not access, transmit, copy or create material that violates the school’s code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)**
- **I will not use resources to initiate or further acts that are criminal or violate the school’s code of conduct**
- **I will not send spam, chain letters or other unsolicited mailings**
- **I will not buy, sell, advertise or conduct business unless approved as a school project**

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____

Date: _____

Signature: _____

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response

Unless the statement below is signed and returned, it is assumed that the student does not have permission to use technology in school.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher or other adult is present and I have permission to do so.
- I will not download any files or software without the permission of a teacher or other adult.
- I will never give out personal information about others or myself over the Internet.
- I will not use my name, only my first initial, if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that make me uncomfortable.
- I will be polite and only use language that is acceptable in my school.
- I will not harass or bully other students through the use of the computer.
- I understand that I may be subject to school-based discipline if I do not follow the rules.
- I understand that my parent/guardian will be notified if I do not follow rules.

Acceptable Use Student Agreement for Students K-5

Contract for use of Technology

Please return signed page to your classroom or homeroom teacher.

Failure to return this form to school indicates the student does not have permission to use technology at school.

We have reviewed the rules and agree to follow them.

_____ *Student Name (Print Name)*

Grade

Date

_____ *Student Signature*

Parent/Guardian Name (Print Name)

Date

Parent/Guardian Signature

Reviewed; Revised; Adopted: 9/22/10

Reviewed; revised 8/7/12

File: IHB

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement

concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through
 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.

- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;

The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of

attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

File: JFAA-R

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B
<u>Evidence of Residency Identification (Photo ID)</u>	<u>Evidence of</u>
Record of recent mortgage payment and/or property tax bill. Card	Valid Driver’s License
Copy of Fully Signed Lease <i>and</i> record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)	Valid MA Photo ID
	Passport

Photo ID

Landlord Affidavit *and*
recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- Tuition paying students, as permitted by law;
- School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the

Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
- If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

File: JICFA

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but

also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent

to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or

is perceived to have 1 or more of these characteristics.” The District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal’s decision to the Superintendent and the Superintendent’s decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603

CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.

- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00
CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00
Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

1 of 2
File: JLC

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the

expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.

- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items
- School buildings, including classrooms and hallways
- School stores
- School snack bars
- Vending machines
- Concession stands
- Booster sales
- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving

Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> • Foods shall not exceed 200 calories per item • A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> • No more than 35% of calories from fat* • No more than 10% of calories from saturated fat* • No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> • No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> • Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> • All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50% or more whole grains by weight)
Foods and Beverages	
<ul style="list-style-type: none"> • No food or beverage shall contain more than trace amounts of caffeine • No food or beverage shall contain artificial sweeteners • Packaged items may contain no more than 1 serving per package 	

Additional Regulations

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.
- Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either
 - one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR
 - be a combination food that contains ¼ cup fruit and/or vegetable

AND

- If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein).

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12

Fruit and Vegetables	<p>$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day</p> <p>Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS</p>
Vegetables	<p>Weekly requirement for:</p> <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Grains	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Whole Grains	<p>All grains must be whole grain-rich.</p>
Milk	<p>1 cup</p> <p>Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)</p>

National School Breakfast Program Meal Pattern

Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school’s instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.

- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Wired Up Club

Anti-bullying Club

DARE Program

SADD

Social Emotional Learning Curricula

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of

confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;

- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs

immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.

7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.

13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12
Reviewed; revised: 7/28/15

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File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

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File: JLCDD-E

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
- Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
- Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.

4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.

5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.

6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

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File: JLCDD-E

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.

- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

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File: JLCDD-E

- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training for students with life-threatening allergies
- The teacher will implement the Individual Health Care Plan as necessary in the classroom.

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- Participate in the planning of a student’s re-entry into school after an anaphylactic reaction.
- Advise parents of any school related activity that requires the use of food in advance of the project or activity
- Limit use of food for instructional lessons.
- Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.

9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

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RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.
- An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
- Complete and submit all required medication forms

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File: JLCDD-E

- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
- Encourage your child to wash hands before and after handling food.
- Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.

- Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child's disability.
 - Take as much responsibility as possible for his/her own safety.
 - As children get older, teach them to:
 - Communicate the seriousness of the allergy.
 - Communicate symptoms as they appear.
 - Read labels.
 - Administer own epinephrine auto-injector and be able to train others in its use.
 - Inform the school of any changes in the child's Life Threatening Food Allergy status.
 - Provide the school with the licensed provider's statement if the student no longer has food allergies.
 - Go on field trips and out-of-school activities with your child, whenever possible.
 - Provide bag of snacks for your child's classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report

within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended

P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995

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

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such

request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.

- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

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File: JRA-R

- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is

considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

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File: JRA-R

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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

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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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- 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
- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered to supervised visitation, or

- The parent’s access to the student or to the custodial parent 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

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- A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent’s custody
- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
 - Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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).
 - The school must delete the address and telephone number of the student and custodial parent from the 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.
 - Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Publics Right to Know
Reviewed; no revisions 8/7/12

4 of 4

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.

- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013

Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*TM. All staff will be trained regarding the district policy, procedures and the DESE

regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.

- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.
- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:

- De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies TM
- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
 - The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
 - The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
 - If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking

- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

GERALD M. PARMENTER ELEMENTARY SCHOOL



STUDENT & FAMILY HANDBOOK 2016 - 2017

Dr. Edward Quigley, Interim Principal
Shannon Barca, Assistant Principal

235 Wachusett Street
Franklin, Massachusetts 02038
Telephone: (508) 541-5281

Fax: (508)553-0894
<http://parmenterelementary.vt-s.net>

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, os portugueses, contate por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairman
Ms. Cindy Douglas, Vice Chairman
Dr. Anne Bergen
Ms. MaryJane Scofield
Dr. John Jewel
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Supt. for Teaching & Learning	(508) 553-4824
Ms. Debbie Dixon, Director of Student Services	(508) 553-4833

PARMENTER OFFICE DIRECTORY

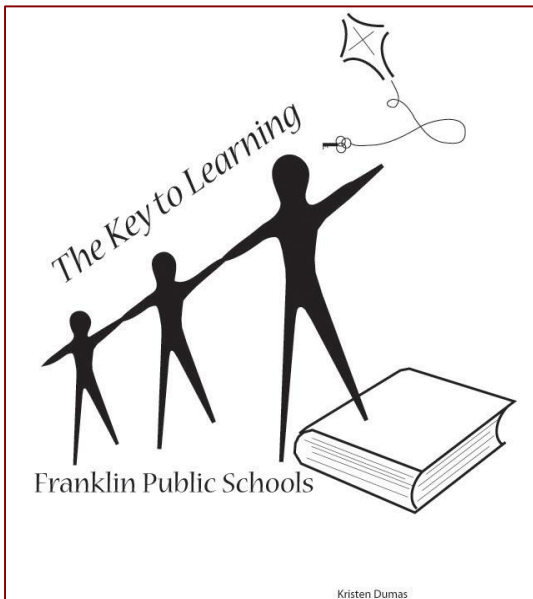
(508) 541-5281

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Absentee Line: (508) 541-5280 press 1.

Dr. Edward Quigley, Interim Principal	x2240
Mrs. Shannon Barca, Assistant Principal	x2230
Mrs. Lois Welch, Administrative Assistant	x2241
Mrs. Kerry Richardson, Nurse	x2242
Mr. Michael Tarasenko, School Psychologist	x2247
Mrs. Vanessa Connelly, Team Chairperson	x2272

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES



VISION STATEMENT

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

MISSION STATEMENT

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

CORE VALUES

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the
Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents/guardians and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

GERALD M. PARMENTER SCHOOL MISSION STATEMENT

The Gerald M. Parmenter School community's mission is to touch the minds and shape the futures of its students preparing them to meet the opportunities and challenges of their lives. Parmenter creates a learning environment in which students are encouraged to:

- Ø develop into self-confident, independent, responsible, and compassionate individuals.
- Ø respect other points of view and appreciate differences.
- Ø become self-motivated learners who strive to attain high levels of achievement.
- Ø work individually and cooperatively to solve problems creatively and communicate effectively.
- Ø reach out to the global community to broaden their learning experiences.

GERALD M. PARMENTER ELEMENTARY SCHOOL GOALS

Gerald M. Parmenter Elementary School provides a balanced curriculum that enables and encourages students to:

- Ø accept social and academic responsibility for their actions.
- Ø respect integrity, hard work, diversity and the rights, opinions, and feelings of others.
- Ø apply appropriate problem-solving skills in academic areas and social situations.
- Ø communicate effectively when speaking and writing.
- Ø listen with understanding and empathy.
- Ø read for understanding and enjoyment.
- Ø use mathematical skills as a practical life tool.
- Ø develop skills based on the scientific method and a hands-on approach.
- Ø learn about people and their cultures.
- Ø develop skills and attitudes that promote physical and mental health.
- Ø develop an appreciation of the arts.
- Ø use technology and other media appropriately as tools to gain knowledge and enhance understanding of other curricular areas.

PART I. SCHOOL SPECIFIC PROCEDURES

ARRIVAL: Your child's safety is our primary concern. Your cooperation and support with the following procedures are needed to insure the safety of all. The hours for school are from 8:30–2:40.

The doors will open and teachers will be on duty at 8:15. Children are not permitted to arrive before 8:15, as there will be no supervision until that time. If your needs dictate that your child be dropped off earlier than school is open, you may consider enrolling your child in Solutions, the before and after school child care program. You may inquire about this program at (508) 541-5293.

School begins at 8:30 at which time students are expected to be in their classrooms and ready for the day to begin. It is important that your child arrives on time so the day is started on the right foot. Students arriving after 8:30 will be marked tardy and must report to the office for a late pass before reporting to the classroom.

AUTO TRAFFIC:

Arrival: There is a drop-off zone for students directly in front of Parmenter School on Wachusett Street. Two signs mark this area. This is for drop-off only - no parking is permitted in this zone. However, you may park on the other sections of Wachusett - before or after the signs. You may also pull into the loop to drop off your child. **However, you may not exit your car - children being dropped off in the loop must be able to exit the car independently (out of the passenger side of the car).** Students must exit the car in the marked blue zone and not wait until the car has pulled up closer to the main entrance of the school. The crossing guard will assist with directing cars into the loop.

Students may not be dropped off prior to 8:15 a.m., as there is no supervision at that time. Staff members will be positioned in various areas to assist your child's entrance to school.

Dismissal: Students taking vans and buses will begin getting dismissed at 2:40 from the gymnasium doors. Students walking along King Street will be dismissed at 2:40 from the gymnasium doors (before buses depart). Students walking along Wachusett Street will be dismissed at 2:40 from the cafeteria doors.

If you are picking up your child, you have two options: 1.) "Parent pick-up": Parents/guardians park on Wachusett Street and wait by the main entrance to retrieve your child. 2.) "Loopers": Parents/guardians pull into the loop to retrieve your child (students wait on the outside wall). When picking up, **parents/guardians are not allowed to get out of the car - children being picked up in the loop must be able to enter the car independently.** Staff members will direct your child to your car. Students will enter the car when it is in the marked blue zone.

Parents/guardians picking up may also park in the cafeteria (lower) parking lot and walk up to the main entrance to retrieve your child. The gymnasium (upper) parking lot is not a drop-off/pick-up areas as driving through the lot compromises the safety of all pedestrians. Parents/guardians may not park in the visitor parking spots within the loop. Cars parked there for dismissal will be asked to join pick-up line in the loop.

Solutions staff will pick up students attending their program.

BIKE RIDERS: Children may ride their bikes to school with written permission from both parents. All bike riders must wear a helmet. If a child rides to school without a helmet, he/she will not be allowed to ride home until a helmet is brought from home. Parents will receive bike safety rules to review with their child along with a permission slip to ride. These slips are available in the office. Bikers must cross with crossing guards. Students whose route would take them on King Street are not allowed to ride bikes to/from school.

BUSES:

Bus Passes/Pay to Ride: The Franklin School Committee transportation policy is as follows:

- All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students in grades 7-12 are not eligible for free bus transportation.
- Students in grades K-12, who do not qualify for bus transportation, may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.
- Pay to ride options are available on a space available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride applications are available at the school office, online, or at central office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.
- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement there is a \$5.00 fee.

** A complete transportation policy is available in the school office.

Bus Rules: The bus is an extension of the school and, therefore, all school rules apply. Parents should review bus safety procedures with their children.

- Hands and feet are to be kept to yourself. No hands out the window or feet in the aisle.
- Sit down and face front. Do not stand until the bus reaches a stop.
- Cross the street in front of the bus with the bus driver's signal.
- Behavior on the bus is the same as is expected at school.
- Use quiet voices so as not to distract the driver.
- Kindergarteners have front seats.
- The bus driver is in complete charge. He/she may assign seats if necessary.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Because of the crowded conditions of the buses, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

CHANGE IN DISMISSAL ROUTINES: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the

teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note each week to ensure the safe dismissal of your child.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method. In the event of a last minute change to the routine, a call is required and this must be done prior to 2:00.

CROSSING GUARDS: Children are to cross with the crossing guards. All walkers are to stay on the sidewalks until signaled by the guard.

DISMISSAL: We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

LIBRARY USE: Students check out books at least once a week.

LOST & FOUND: The Lost and Found is located outside the Main Office. Parents and students should regularly check for items that have been lost.

WALKERS: Walkers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

The crossing guards on Wachusett and King Street are in place to secure the safety of our walkers. Children must cross with the crossing guard and are not permitted to cross at any other location.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, §38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may

have a practice assignment when another has an enrichment assignment. This depends on the individual's needs and his/her level of understanding of the material. If you find your child is spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:
School Psychologist/School Adjustment Counselor
Regular Education Teachers
Administrator
Special Education Teachers
Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team, in consultation with parents/guardians, may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/SPECIAL EDUCATION DIRECTOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
PARMENTER ELEMENTARY SCHOOL
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE VI OFFICER CIVIL RIGHTS OFFICER HARASSMENT/GRIEVANCE

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and

post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (see *Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (see *G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal

behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.

2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.
4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations, the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have

specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlines in the' Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school,

approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as*

possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim's property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
 - Creates a hostile environment at school for the victim;
 - Infringes on the rights of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers

Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

Must be repeated action(s) by one or more students

Must be a written, verbal or electronic expression or a physical act or gesture

Must be directed at a victim so that it causes one of more of the following:

Physical or emotional harm to the victim;

Damage to the victim’s property;

Places the victim in reasonable fear of harm to him/herself or of damage to his/her property

Creates a hostile environment at school for the victim;

Infringes on the right of the victim at school; or

Disrupts the education process or the orderly operation of a school.

When should you report?

In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
- Referral to the School Psychologist or School Adjustment Counselor
- Future follow-up with student(s) and parents/guardians

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

Report of an incident is received

Ensure safety of all students

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)

Speak to other relevant adults – teachers, counselors, and/or bus drivers

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Identify bully/cyberbully and bystanders as appropriate

Identify victim(s) as appropriate

Include the School Resource Officer (SRO) as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Provide appropriate information to the parents/ guardians of the victim and the bully

Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

Report of an incident is received

Notify Supervisor

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other persons involved, including bystanders, witnesses

Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement "CBA", if any

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Take steps to restore a sense of safety for the victim, witnesses and school community

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 a.m. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework
- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midriffs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, sex, gender identity, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day, time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's parents/guardians. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the

classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to

military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.30 including milk. Milk alone is .50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch.

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought

from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ **I DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ I **DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. **Please note:** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____
Parent/Guardian Name: _____
Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.
- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimilies)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school

property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to the Due Process Procedures outlined commencing on page 95, a student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list):

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms

the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.

- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program... from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (Reg. 603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm in accordance with these regulations. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis

and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:

- a. Determining close contacts as defined by MDPH
- b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
- c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
- d. Providing general notification to staff and the school community as indicated

2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.

3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.

4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided.

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons

- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Dept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and CHRI Checks: All volunteers are required to complete a CORI and CHRI fingerprint-based background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is

interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

PART III. FRANKLIN PUBLIC SCHOOLS DISTRICT POLICIES

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school- sponsored social events, trips, sports events, work related travel or similar events connected with school or employment.

Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or

harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third Fourth	Suspension Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100 \$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

Reviewed, Revised, Adopted 9/22/09

Reviewed; revised 8/7/12

GBAB-E2

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response

Unless the statement below is signed and returned, it is assumed that the student does not have permission to use technology in school.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher or other adult is present and I have permission to do so.
- I will not download any files or software without the permission of a teacher or other adult.
- I will never give out personal information about others or myself over the Internet.
- I will not use my name, only my first initial, if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that make me uncomfortable.
- I will be polite and only use language that is acceptable in my school.
- I will not harass or bully other students through the use of the computer.
- I understand that I may be subject to school-based discipline if I do not follow the rules.
- I understand that my parent/guardian will be notified if I do not follow rules.

Acceptable Use Student Agreement for Students K-5

Contract for use of Technology

Please return signed page to your classroom or homeroom teacher.

Failure to return this form to school indicates the student does not have permission to use technology at school.

We have reviewed the rules and agree to follow them.

<i>Student Name (Print Name)</i>	<i>Grade</i>	<i>Date</i>

_____ *Student Signature*

Parent/Guardian Name (Print Name) *Date*

Parent/Guardian Signature
Reviewed; Revised; Adopted: 9/22/10
Reviewed; revised 8/7/12

File: IHB

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
 through
 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.

- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;

The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Evidence of Residency Identification (Photo ID)

Record of recent mortgage payment and/or property

Column B

Evidence of

Valid Driver’s License

tax bill.
Card

Valid MA Photo ID

Copy of Fully Signed Lease *and* record
of recent rental payment
(NB; School District reserves the
right to contact landlord to verify lease)

Passport

Photo ID

Other Government issued

Landlord Affidavit *and*
recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
 - Tuition paying students, as permitted by law;
 - School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
 - Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such

circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
- If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines

issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.

- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11
Reviewed, Revised 1/25/12
Reviewed, Revised 2/7/12

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement

form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

1 of 2
File: JLC

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza typeB, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items
- School buildings, including classrooms and hallways
- School stores
- School snack bars
- Vending machines
- Concession stands
- Booster sales

- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> • Foods shall not exceed 200 calories per item • A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable

Fat	<ul style="list-style-type: none"> • No more than 35% of calories from fat* • No more than 10% of calories from saturated fat* • No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> • No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> • Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> • All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50% or more whole grains by weight)

Foods and Beverages

- No food or beverage shall contain more than trace amounts of caffeine
- No food or beverage shall contain artificial sweeteners
- Packaged items may contain no more than 1 serving per package

Additional Regulations

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.
- Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either
 - one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR
 - be a combination food that contains ¼ cup fruit and/or vegetable

AND

 - If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein).

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)

Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.

Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)
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Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention,

physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.

- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.

- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Wired Up Club

Anti-bullying Club

DARE Program

SADD

Social Emotional Learning Curricula

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the

committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.

8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12
Reviewed; revised: 7/28/15

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File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

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RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
 - Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
 - Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.
4. Adopt a **“NO FOOD TRADING/SHARING”** and **“NO UTENSIL SHARING”** procedure in all schools with particular focus at the elementary school level.
 5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
 6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
 7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.

8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

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RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

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File: JLCDD-E

- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training for students with life-threatening allergies
- The teacher will implement the Individual Health Care Plan as necessary in the classroom.
- Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
- Advise parents of any school related activity that requires the use of food in advance

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- of the project or activity
 - Limit use of food for instructional lessons.
 - Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

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RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.

- An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
- Complete and submit all required medication forms

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File: JLCDD-E

- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
- Encourage your child to wash hands before and after handling food.
- Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.

- Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child's disability.
 - Take as much responsibility as possible for his/her own safety.
 - As children get older, teach them to:
 - Communicate the seriousness of the allergy.
 - Communicate symptoms as they appear.
 - Read labels.
 - Administer own epinephrine auto-injector and be able to train others in its use.
 - Inform the school of any changes in the child's Life Threatening Food Allergy status.
 - Provide the school with the licensed provider's statement if the student no longer has food allergies.
 - Go on field trips and out-of-school activities with your child, whenever possible.
 - Provide bag of snacks for your child's classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

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File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-

related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine

whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**

Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995

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

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor

such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.

- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

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File: JRA-R

- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is

considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

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Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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

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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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- 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
- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

- The parent has been denied visitation or has been ordered to supervised visitation, or
 - The parent's access to the student or to the custodial parent 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
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- A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
 - Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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).
 - The school must delete the address and telephone number of the student and custodial parent from the 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.
 - Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Publics Right to Know
Reviewed; no revisions 8/7/12

4 of 4

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.

- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of

residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10
Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013
Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of

Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*[™]. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.

- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.

- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies™
- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
- The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
- The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
- If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club

- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

HELEN KELLER ELEMENTARY SCHOOL



STUDENT & FAMILY HANDBOOK 2016 - 2017

Eric Stark, Principal
Amy Souls, Assistant Principal
500 Lincoln Street
Franklin, Massachusetts 02038
Telephone: (508) 553-0322
Fax: (508) 541 - 2109

“Alone we can do so little, together we can do so much.” -Helen Keller
If you need to receive a copy of this handbook translated in your spoken language, please contact the Principal’s office by calling 508-553-0322. When prompted press 1 for Keller and then enter 0 to speak to the office.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, o português, contate por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairman
Ms. Cindy Douglas, Vice Chairman
Dr. Anne Bergen
Ms. MaryJane Scofield
Dr. John Jewel
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Supt. for Teaching & Learning	(508) 553-4824
Ms. Debbie Dixson, Director of Student Services	(508) 553-4833

OFFICE DIRECTORY

Please note that our office hours are from 7:30 a.m. to 4:00 p.m. Monday through Friday.

Mr. Eric Stark, Principal	(508) 553-0322
Mrs. Amy Souls, Assistant Principal	(508) 553-0322
Mrs. Kathy Dacey, Secretary	(508) 553-0322
Mrs. Lisa Daly, RN (508) 553- 0322	(508) 553-0322

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES



Kristen Dumas

VISION STATEMENT

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

MISSION STATEMENT

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

CORE VALUES

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents/guardians and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

HELEN KELLER ELEMENTARY SCHOOL MISSION

The mission of the Helen Keller Elementary School, through strong support systems, and with the cooperation of parents and community, strives to educate all students to high levels of performance, measured by local, state, and national standards. We are committed to fostering strong social values and responsibility to self, others and the global community. The entire Keller staff pledges to support this mission in a safe and nurturing environment.

HELEN KELLER ELEMENTARY SCHOOL VISION

OUR CLIMATE:

- Exhibits high levels of cooperation, collegiality, and energy.
- Promotes respect for each other and for learning.
- Is safe and supportive, where children's mistakes are accepted, expected and used to promote progress.
- Fosters pride in and respect for our physical environment.
- Understands that students are unique and individual learners.
- Embraces outside resources to connect school and community.
- Supports a strong volunteer component.

OUR CURRICULUM:

- Embraces rigor and relevance.
- Maintains standards as minimum academic requirements and moves beyond the scope of those standards.
- Exposes students to the arts and humanities.

OUR STUDENTS:

- Are actively engaged.
- Know the lesson objectives and can communicate them.
- Take responsibility for their work.
- Show responsibility by striving for excellence and doing their best.
- Communicate to a receptive teacher what they don't understand.
- Learn not only content, but habits of mind that are necessary cornerstones for success in lifelong learning.
- Participate in community service.

OUR PERSONNEL:

- Support the mission and strive toward the vision.
- Make decisions based on what is best for the students.
- Improve their craft through professional development.
- Recognize each student's learning through differentiating instruction.
- Enrich students' experiences through extracurricular activities.

OUR LEADERSHIP:

- Is a whole school responsibility, encompassing students, staff, parents and the entire Keller community.
- Promotes teams who study research and best practices in education.

PART I. SCHOOL SPECIFIC PROCEDURES

Your child's safety is our primary concern. Your cooperation and support with the following procedures are needed to insure the safety of all. Our instructional hours are from 8:30–2:40.

The doors will open and teachers will be on duty at 8:15. Children are not permitted to arrive before 8:15, as there will be no supervision until that time. If your needs dictate that your child be dropped off earlier than school is open, you may consider enrolling your child in Solutions,

the before and after school child care program. You may inquire about this program at (508) 541-5293.

School begins at 8:30 at which time students are expected to be in their classrooms and ready for the day to begin. It is important that your child arrives on time so the day is started on the right foot. Students arriving after 8:30 will be marked tardy and must report to the office for a late pass before reporting to the classroom.

Arrival: The parent drop-off/pick-up line forms to the right of the driveway. Students may not be dropped off prior to 8:15 a.m. when a staff member will come outside and signal the line of cars to approach the top of the hill. Students should not wait until they get to the top of the hill to exit cars as this will slow down the line of traffic. Students may be dropped off anywhere on the sidewalk along the hill. They then walk up the hill to the entrance. Parents will continue to follow the line of traffic and make the loop back down the hill.

Dismissal: At dismissal, teachers walk students to the front of the building. When picking up, parents should not get out of the car. As we see you, we will direct your child to your car. Parents picking up may also park in the lower parking lot and walk up the hill to wait for their child in the front of the building.

The upper lot is not a drop off/pick up area as driving through the lot at this time compromises the safety of all pedestrians. Cars parked there for dismissal will be asked to join the pick-up line.

You are not permitted to enter the bus loop area in your car during arrival or dismissal. Once the buses are gone, you may have access to that area to park your car.

CROSSING GUARDS: Children are to cross with the crossing guards. All walkers are to stay on the sidewalks until signaled by the guard.

BIKE RIDERS: Children may ride their bikes to school with written permission from both the parents. All bike riders must wear a helmet. If a child rides to school without a helmet, he/she will not be allowed to ride home until a helmet is brought from home. Parents will receive bike safety rules to review with their child along with a permission slip to ride. These slips are available in the office. Bikers must cross with crossing guards.

WALKERS: Walkers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

The crossing guard on Lincoln Street is in place to secure the safety of our walkers. Children must cross with the crossing guard and are not permitted to cross at any other location. They may enter the schoolyard through the walking path or up the driveway on the sidewalk.

Buses:

Bus Passes/Pay to Ride: The Franklin School Committee transportation policy is as follows:

- All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students in grades 7-12 are not eligible for free bus transportation.
- Students in grades K-12, who do not qualify for bus transportation, may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.
- Pay to ride options are available on a space available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride applications are available at the school office, online, or at central office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.

- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement there is a \$5.00 fee.

** A complete transportation policy is available in the school office.

Bus Rules: The bus is an extension of the school and, therefore, all school rules apply. Parents should review bus safety procedures with their children.

- Hands and feet are to be kept to yourself. No hands out the window or feet in the aisle.
- Sit down and face front. Do not stand until the bus reaches a stop.
- Cross the street in front of the bus with the bus driver's signal.
- Behavior on the bus is the same as is expected at school.
- Use quiet voices so as not to distract the driver.
- Kindergarteners have front seats.
- The bus driver is in complete charge. He/she may assign seats if necessary.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Because of the crowded conditions of the buses, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

CHANGE IN DISMISSAL ROUTINES: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note each week to ensure the safe dismissal of your child.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method. In the event of a last minute change to the routine and a call is required, this must be done prior to 2:00.

We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

LIBRARY USE: Keller shares the library space with Annie Sullivan Middle School. Students check out books at least once a week. If a parent gives student written permission, he/she may check out books from the middle school stacks, except for the Young Adult section. Elementary students are not allowed to check books from the Young Adult section.

LOST & FOUND: The Lost and Found is located outside the Nurse's Office. Parents and students should regularly check for items that have been lost.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may have a practice assignment when another has an enrichment assignment. This depends on the individual's needs and his/her level of understanding of the material. If you find your child is spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:

- School Psychologist/School Adjustment Counselor
- Regular Education Teachers
- Administrator
- Special Education Teachers
- Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team, in consultation with parents/guardians, may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/SPECIAL EDUCATION DIRECTOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
PARMENTER ELEMENTARY SCHOOL
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE VI OFFICER CIVIL RIGHTS OFFICER HARASSMENT/GRIEVANCE

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.
4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations, the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have

specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the ' Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in

the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or his property;

- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- i. The creation of a web page or blog in which the creator assumes the identity of another person or
- ii. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
 - Creates a hostile environment at school for the victim;
 - Infringes on the rights of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children

incident		
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians

- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

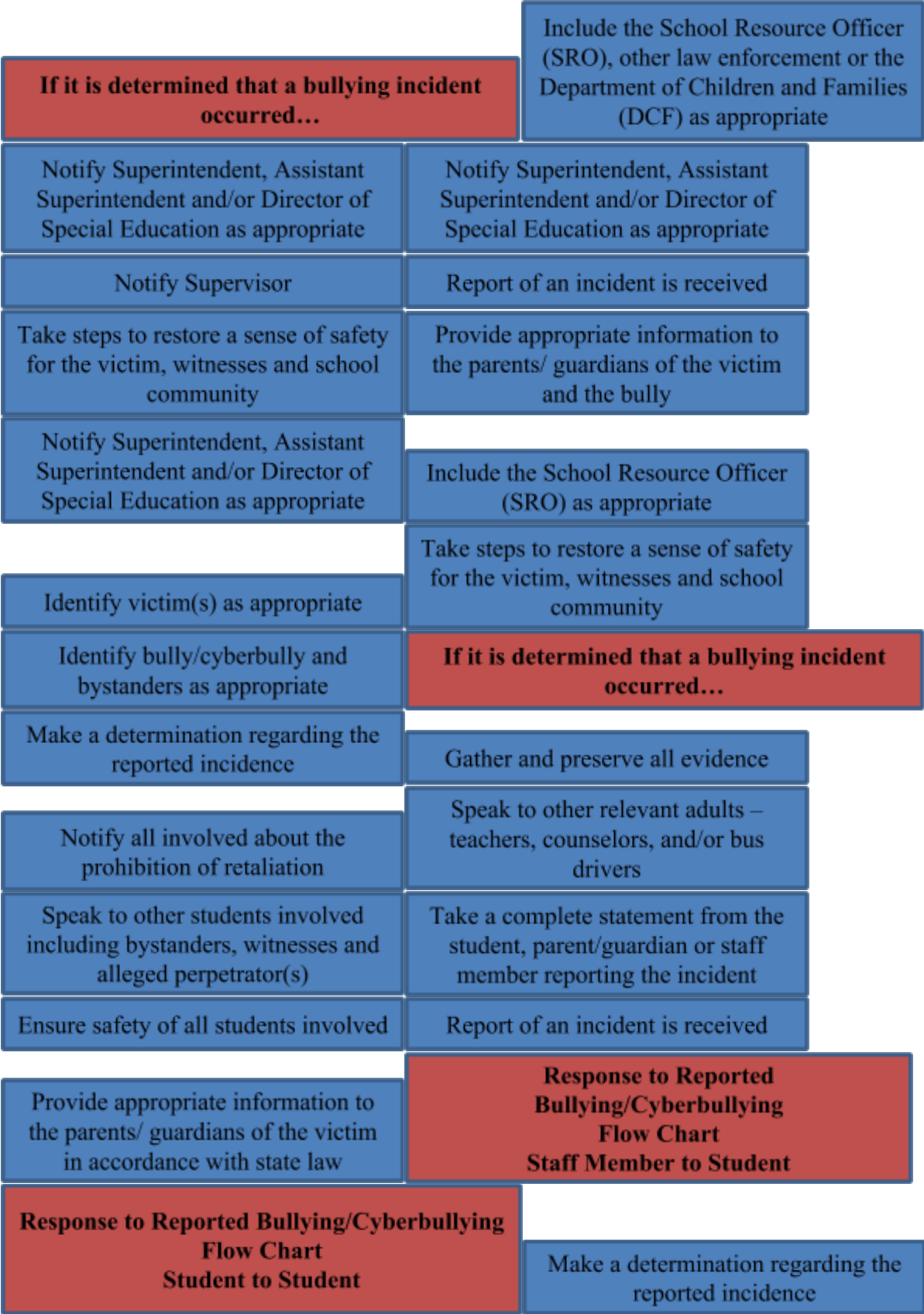
What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*



Gather and preserve all evidence	Notify all involved about the prohibition of retaliation
Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement "CBA", if any	Speak to other persons involved, including bystanders, witnesses
Take a complete statement from the student, parent/guardian or staff member reporting the incident	

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers

- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
- Referral to the School Psychologist or School Adjustment Counselor
- Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 a.m. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework

- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midriffs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, gender, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day, time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.

5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.

6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.

7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.

2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.30 including milk. Milk alone is .50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch.

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ **I DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ **I DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. ***Please note:*** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.
- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimilies)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.

- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to the Due Process Procedures outlined commencing on page 95, a student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list):

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment

(FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.

- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response Team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm in accordance with these regulations. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:
 - a. Determining close contacts as defined by MDPH
 - b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
 - c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
 - d. Providing general notification to staff and the school community as indicated
2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided.

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons
- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Sept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and Fingerprint-Based CHRI Checks: All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

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DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school- sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- **I will respect and protect the privacy of others**
- **I will use only assigned accounts**
- **I will not view, use or copy passwords, data or networks that are not authorized**
- **I will not distribute private information about myself or others**
- **I will respect the integrity, availability and security of all electronic resources**
- **I will observe all security practices**
- **I will report security risks or violations to my teacher or administrator**
- **I will not destroy or damage data, network or other resources**
- **I will respect and protect the intellectual property of others**
- **I will not infringe on copyrights**
- **I will not plagiarize**
- **I will follow all school rules and the code of conduct in school handbooks**
- **I will not harass or cyberbully other students**
- **I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)**
- **I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct**
- **I will not send spam, chain letters or other unsolicited mailings**
- **I will not buy, sell, advertise or conduct business unless approved as a school project**

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____

Date: _____

Signature: _____

Reviewed, Revised, Adopted 9/22/09
Reviewed; revised 8/7/12

GBAB-E2

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response

Unless the statement below is signed and returned, it is assumed that the student does not have permission to use technology in school.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher or other adult is present and I have permission to do so.
- I will not download any files or software without the permission of a teacher or other adult.
- I will never give out personal information about others or myself over the Internet.
- I will not use my name, only my first initial, if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that make me uncomfortable.
- I will be polite and only use language that is acceptable in my school.
- I will not harass or bully other students through the use of the computer.
- I understand that I may be subject to school-based discipline if I do not follow the rules.
- I understand that my parent/guardian will be notified if I do not follow rules.

Acceptable Use Student Agreement for Students K-5

Contract for use of Technology

Please return signed page to your classroom or homeroom teacher.

Failure to return this form to school indicates the student does not have permission to use technology at school.

We have reviewed the rules and agree to follow them.

_____ *Student Name (Print Name)*

Grade

Date

_____ *Student Signature*

Parent/Guardian Name (Print Name)

Date

Parent/Guardian Signature

Reviewed; Revised; Adopted: 9/22/10

Reviewed; revised 8/7/12

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through
 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.

- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.

4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;

The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B
<u>Evidence of Residency Identification (Photo ID)</u>	<u>Evidence of</u>
Record of recent mortgage payment and/or property tax bill. Card	Valid Driver's License
Copy of Fully Signed Lease <i>and</i> record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)	Valid MA Photo ID
Photo ID	Passport
Landlord Affidavit <i>and</i> recent rental payment	Other Government issued
Section 8 Agreement	
Signed HUD Settlement Statement	

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly

to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
 - Tuition paying students, as permitted by law;
 - School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
 - Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

- a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located

within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

- A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:
- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
 - If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
- B. Preschool to Grade 11 student moves to another town:
1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.

2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

File: JICFA

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13
Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.

- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza typeB, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items
- School buildings, including classrooms and hallways
- School stores
- School snack bars
- Vending machines
- Concession stands
- Booster sales
- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> • Foods shall not exceed 200 calories per item • A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> • No more than 35% of calories from fat* • No more than 10% of calories from saturated fat* • No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> • No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> • Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> • All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50%

	or more whole grains by weight)
Foods and Beverages	
<ul style="list-style-type: none"> • No food or beverage shall contain more than trace amounts of caffeine • No food or beverage shall contain artificial sweeteners • Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> • Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines • Fryolators cannot be used to prepare competitive foods • Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements • Drinking water must be available to all students at no cost during the school day. • Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either <ul style="list-style-type: none"> ○ one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR ○ be a combination food that contains ¼ cup fruit and/or vegetable <p style="margin-left: 40px;">AND</p> <ul style="list-style-type: none"> ○ If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein). 	

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and

sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	<p>$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day</p> <p>Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS</p>
Vegetables	<p>Weekly requirement for:</p> <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Grains	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Whole Grains	All grains must be whole grain-rich.
Milk	<p>1 cup</p> <p>Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)</p>

National School Breakfast Program Meal Pattern

Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.

- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Wired Up Club

Anti-bullying Club

DARE Program

SADD

Social Emotional Learning Curricula

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.

- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-

administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;

- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs

immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.

7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12
Reviewed; revised: 7/28/15

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File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate

the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

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File: JLCDD-E

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
- Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
- Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.

4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.

5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.

6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.

7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.

8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

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RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

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- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training for students with life-threatening allergies
- The teacher will implement the Individual Health Care Plan as necessary in the classroom.
- Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
- Advise parents of any school related activity that requires the use of food in advance of the project or activity
- Limit use of food for instructional lessons.

- Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.

9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

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RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.
- An Epi-pen will be taken outside if specified in the child’s Individual Health Care Plan.
- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
- Complete and submit all required medication forms

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File: JLCDD-E

- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
- Encourage your child to wash hands before and after handling food.
- Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child's disability.
 - Take as much responsibility as possible for his/her own safety.
- As children get older, teach them to:

- Communicate the seriousness of the allergy.
 - Communicate symptoms as they appear.
 - Read labels.
 - Administer own epinephrine auto-injector and be able to train others in its use.
 - Inform the school of any changes in the child’s Life Threatening Food Allergy status.
 - Provide the school with the licensed provider’s statement if the student no longer has food allergies.
 - Go on field trips and out-of-school activities with your child, whenever possible.
 - Provide bag of snacks for your child’s classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable,

students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A.

Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student’s age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

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(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information.

The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

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Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- 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
- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered to supervised visitation, or
 - The parent's access to the student or to the custodial parent 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
- 3 of 4
- A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody

- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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).
- The school must delete the address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
 LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34 A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/1077,
 June 1995 as amended June 2002.
 603 CMR: Dept. of Education 23.00 through 23.12 also
 Mass Dept. of Education publication Student Records: Questions,
 Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Publics Right to Know
 Reviewed; no revisions 8/7/12

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.

- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013

Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*[™]. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.

- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.
- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care TM training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies TM

- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
- The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
- The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
- If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

REMINGTON MIDDLE SCHOOL

BMS



THE REMDAWGS

STUDENT/ PARENT HANDBOOK

2016 – 2017

Also available at <http://remingtonmiddle.vt-s.net/Pages/index>

Brian Wildeman, Principal

Danielle Champagne, Assistant Principal

628 Washington Street
Franklin, Massachusetts 02038

Telephone: (508) 541-2130

“Intelligence plus character – that is the goal of true education.”

-Dr. Martin Luther King, Jr.

If you need to receive a copy of this handbook translated in your spoken language, please contact the principal's office.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, os portugueses, contatam por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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ADC: No Smoking Policy	
EBAB: Asbestos	
EEA: Student Transportation Policy – Services and Eligibility	
EFC: Free and Reduced Priced Food Services	
GBAB: Acceptable Use for Students	
GBAB-E1: Information Technology Acceptable Use Student Agreement Grades 6-12	
IHB: Special Instructional Programs and Accommodations (Programs for Children with Special Needs)	
IHBE: English Language Learners	
IHBG: Home Schooling	
IJOAA:	
JAB: Handbooks are Policy	
JFAA: New Resident Procedures	
JFAA-R: School Admission/Residency	
JFAB: Student Moving Procedures	
JH: Student Absences and Excuses	
JICF: Hazing	
JICFB: Bullying	
JII: Student Complaints and Grievances	
JJE: Student Fundraising Activities	
JJN: Head Injuries and Concussions in Extracurricular Activities	
JKAA: Non-Violent Physical Crisis Intervention/Physical Restraint	
JKG: Educational Services in the Home or Hospital	
JLC: Student Health Services and Requirements	
JLCA: Physical Examinations of Students	
JLCB: Student Immunizations	
JLCC: Communicable Diseases	
JLCCB: Wellness Policy	
JLCD: Administering Medicines to Students	
JLCD-1: Anaphylaxis Procedure	
JLCDD: Managing Life-Threatening Food Allergies in the Educational Environment	
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JLF: Mandated Reporting of Suspected Child Abuse and Neglect Policy	

JRA: Student Records
JRA-R: Student Records
JRAB: Access to Student Records for Non-Custodial Parents
JS: Educational Services to Students Identified as Homeless
JT: Electronic Device Policy
JU: Electronic Communications Between Students and Staff/Teachers/Coaches
KI: Visitors to the Schools
Due Process for Student Discipline

Franklin Public School Middle School Response to Cyberbullying & Bullying

86-91

REMINGTON MIDDLE SCHOOL

628 Washington Street
Franklin, MA 02038

Phone : (508) 541 2130

Fax : (508) 541 2101



NELMS Spotlight School

Brian Wildeman
Principal

Danielle Champagne
Assistant Principal

August 30, 2016

Dear Student:

Welcome (and Welcome Back) to Remington Middle School! We are pleased to have you as an important member of our community.

In order for our school to be a safe learning environment for students and staff alike, we have certain expectations. The guidelines in the pages that follow will be useful to you (in both academics and behavior) as you plan for a successful year. **We ask that you become familiar with these guidelines and cooperate by following them.**

We also ask that you review these guidelines with your parent/ guardian, making special note of **Remington's updated Dress Code, Remington's Cell Phone Policy, and the Acceptable Use Policy.**

In closing, once again, welcome to Remington Middle School! We look forward to working with you, and we encourage your participation in the exciting day-to-day activities of our school. We are glad you are with us.

Best regards,

The Faculty and Staff of Remington Middle School

"Intelligence plus character – that is the goal of true education." – Dr. Martin Luther King, Jr.

www.franklin.ma.us/auto/schools/remington

REMINGTON MIDDLE SCHOOL

628 Washington Street
Franklin, MA 02038

Phone : (508) 541 2130

Fax : (508) 541 2101



NELMS Spotlight School

Brian Wildeman
Principal

Danielle Champagne
Assistant Principal

August 30, 2016

Dear Parents/Guardians:

On behalf of the faculty and staff here at Remington, Welcome! To assist all of us in creating a warm and productive atmosphere for learning, we ask that you read and discuss the student handbook with your child.

This handbook is the product of many hours of work. Some of the material presented here reflects the policies of the Franklin Public Schools. Some of the material presented here is unique to Remington School. In addition to the policies and procedures outlined in this handbook, we would like to draw your attention to **Remington’s updated Dress Code, Remington’s Cell Phone Policy, and the Acceptable Use Policy** for the Franklin Public Schools. These documents are critical to the establishment of trust, caring and respect among the Remington community.

As you read this handbook and the student planner, we encourage you to discuss the policies and the associated implications. If you have any questions, please do not hesitate to call and ask for clarification. In closing, I would ask that you and your child sign the bottom of this letter and have your child return it to his/her homeroom teacher on or before September 7, 2016. Thank you for your cooperation.

Sincerely,

Brian Wildeman
Principal

Danielle Champagne
Assistant Principal

We have read and discussed the Remington Middle School Student Handbook. Our signatures also indicate awareness of all behavioral expectations, the Franklin Public Schools Acceptable Use Policy, Code of Ethics, and Remington's **Bullying Prevention Policy.**

Student Signature

Date

Parent Signature

Date

“Intelligence plus character – that is the goal of true education.” – Dr. Martin Luther King, Jr.

2016 - 2017 DIRECTORY

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairperson
Ms. Cindy Douglas, Vice Chairperson
Dr. Anne Bergen
Dr. John Jewell
Ms. MaryJane Scofield
Ms. Vanessa Bilello
Ms. Denise Schultz

FPS CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski	Superintendent 553-4819
Peter Light	Assistant Superintendent 553-4820
Joyce Edwards	Assistant Superintendent for Teaching & Learning 553-4824
Debbie Dixson	Director of Student Services 553-4811
Miriam Goodman	Finance Director 553-4825
Pandora Carlucci	Director of Lifelong Learning 553-4822
Lisa Trainor	Director of Human Resources 553-4838

RMS OFFICE

Brian Wildeman	Principal 541-2130 x1003
Danielle Champagne	Asst. Principal 541-2130 x1005
Frank Fitzgerald	Psychologist 541-2130 x1007
Melanie McElroy	Guidance Counselor 541-2130 x1019
Leslie McInnis	Nurse 541-2130 x1016
Carol Lessard	Secretary 541-2130 x1006

PHONE NUMBER TO REPORT A STUDENT ABSENCE (24 HRS)

541-2120

Our web address is:

<http://remingtonmiddle.vt-s.net/Pages/index>

RMS PCC

President

Jennifer O'Duggan

PCC meetings are held once per month in the Rem/Jeff library. All PCC visitors should register at the main office prior to attending a meeting.

Check the daily announcements for dates and times.

NO SCHOOL

School closings/ dismissals are announced by the Superintendent of Schools through the district's Blackboard Connect service.

Please make sure that your contact information is correct and updated as necessary.

No School Announcements will be made over the following stations:

Television: Channels 25(Fox), 4 (WBZ), 5 (WCVB), 7(WHDH), NECN and 10 (WJAR NBC)-RI

Radio Stations: WBZ (1030 AM), WMRC (1490 AM) Blackboard Connect:



Kristen Dumas

∞ Vision Statement ∞

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

∞ Mission Statement ∞

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

∞ Core Values ∞

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

REMINGTON MISSION STATEMENT

The Remington Middle School Community is dedicated to understanding and guiding students during this unique developmental stage and facilitating their transition to high school. We are committed to fostering the intellectual, physical, emotional and social needs of our students. Our programs promote academic excellence, equity, responsibility, and the development of skills encouraging students to be independent learners and critical thinkers.

We teach our subject matter with passion, our students with compassion.

REMINGTON GOALS

Each student at Remington Middle School has the right to:

- Learn in a safe and friendly place.
- Grow and learn without encountering harassment about race, sex, gender identity, religion or ethnic background.
- Be free of bullying behaviors directed at appearance, dress, learning style, interests, or behaviors.
- Receive the help of caring adults if any of the above rights are violated.

GENERAL INFORMATION

Suggested Materials

Below is a list of suggested materials that may be purchased. Keep in mind, however, that individual class materials may vary by teacher.

School Items:

- Three-ring binder containing dividers or pockets for each subject
- White-lined paper, pencil pouch and a supply of pens (blue or black, erasable), pencils, erasers and a pocket folder for homework
- Colored pencils, pens and markers
- Calculator
- Lined paper

Home Items:

Additional items that *may be requested* (depending on teacher and subject)

- Double-stick tape, glue or glue sticks
- Pens, pencils, markers and eraser
- Construction paper
- Ruler, 3 hole punch, scissors, stapler and pencil sharpener
- Atlas, thesaurus and dictionary (available for use online without purchase)

REMINGTON CODE OF ETHICS

A Code of Ethics is a system by which individuals guide their own life. This code involves the behavior patterns we all choose.

All members of the Remington community, students and staff alike, are expected to adopt a Code of Ethics which guides us to act:

1. With **respect** for ourselves and for each and every member of our school community. Dressing appropriately and treating others with kindness and tolerance are examples of respectful behavior toward others.
2. With **respect** for the differences and diversity evident in all of us. Honoring and celebrating the differences and diversity evident in all of us is evidence of respectful behavior.
3. With **respect** for our school building, its contents, and for the possessions of others. Helping to maintain the beauty and cleanliness of our school is an example of respectful behavior toward our school.
4. With **respect** for the rights of others to learn and to teach. Acting appropriately in class so students can learn and teachers can teach shows respect for the educational process.
5. With **honesty** in our dealings with others and with honesty toward our individual academic pursuits. Being truthful to friends, ourselves, and to our school would demonstrate a sense of honesty.
6. With regard for the **individual space of others**. Eliminating hands-on behaviors of others would demonstrate regard for others' space. Hands-on behavior of other people, whether it was "just kidding around" or for a serious reason, would be examples of little or no regard for the space of others.
7. With **responsibility** for our own actions, words and behaviors. Being truthful about our part in a behavior situation would be an example of taking responsibility for our own actions. Denying responsibility for a negative or harmful behavior is an example of irresponsible behavior.
8. With a sense of **trustworthiness**. Anyone who has found something not belonging to him or her and who turns it in to the appropriate person is acting in a trustworthy manner. A sense of trust among all members of our school community is critical for each of us to feel safe and productive in our building.
9. With a sense of **honor**. Each individual is responsible for honoring his or her words and commitments. People who follow through and perform in a positive manner, as promised, are acting with honor.

FPS MIDDLE SCHOOL POLICIES, RULES AND PROCEDURES

ATTENDANCE

The Franklin Public Schools expect parents and students to make every reasonable effort to have their child/children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student. It is also a requirement of state law.

Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School Department does not encourage or condone such action. Instead, the schools uphold MA General Law, Chapter 75, Sections 1 through 47 entitled "School Attendance." This section of the General Law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200.00. School administrators work closely with the Juvenile District Courts on attendance cases that exceed state law.

With this in mind, we reaffirm the position that parents are responsible for their child/children to attend school every day that classes are in session. The practice of the School Department is not to provide advance and/or make up work when a student is absent from school due to vacation/travel. Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available.

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-541-2120). For your child's safety it is imperative that you call to document absences. If we do not hear from you, we will assume your child was sent to school and did not arrive.

Participation in after-school or evening activities will not be allowed for students absent on the day of the event. It is the responsibility of the student to make up all missed assignments, tests or quizzes. The student will have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work.

Student Absence Notification Program

If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's parents. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

Attendance Failure

Absences greater than seven (7) days in an attendance quarter are considered excessive. If a child is repeatedly absent or tardy without an acceptable excuse, the Principal may take necessary action, including retention, withholding of credit or receiving an incomplete. All absences, including absences excused by parents, will count toward the trimester absence limit.

The exceptions for the purpose of this policy are documented, excused absences for:

- Family bereavement or serious illness in the family;
- School approved field trips
- Observance of major religious holidays; Legal (with documentation from the court or lawyer)
- Medical excuse (with date specific medical documentation) for each day of absence
- Absences due to illness or doctor appointments (documentation must be provided by a physician in order for absent day to be excused)
- Absences on the day following dismissal by the school nurse

Absence from School (Calling In Procedure)

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-541-2120). For your child's safety it is imperative that you call to document absences. If we do not hear from you we will assume your child was sent to school and did not arrive.

Please leave the following information on the absence line

- Identify yourself
- Student's name
- Grade
- Date(s) of absences

Please do not leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for classroom teacher or for Solutions Personnel

When Should You Call the School Nurse about a Child with an illness?

We encourage parents/guardians to call any time they have concerns about symptoms or an illness and specifically for the following reasons:

- A new medical diagnosis, or a change in your child's health status i.e. the diagnosis of an allergy
- A newly prescribed medication
- Any change(s) in a current medication
- A serious injury, illness, or hospitalization
- A fracture, sprain, stitches, cast or need for crutches/wheelchair
- A contagious disease such as chicken pox, flu, strep throat, whooping cough (pertussis), salmonella, measles etc.
- If your child is absent for an extended period of time with atypical symptoms for a prolonged period of time do not hesitate to call the nurse to share information
- If there are any recent changes in your family that may affect your child; such as, a birth, recent loss, or sudden illness

Tardy to Class/School

It is very important that students start their school day off on the right foot and arriving late to school can negatively impact a student's day. As students grow and learn it is essential for their future success that they assume more responsibilities for their actions, choices and behaviors. Arriving to school on time is one of these responsibilities.

School begins promptly at 7:20 a.m. and students must be in their first period class. If students are being driven to school they should be dropped off no later than 7:10 a.m. This allows them time to go to their lockers and get organized for their classes. We appreciate family cooperation in this very important lifelong responsibility. If a student is to arrive late to school he/she must report to the main office to receive a late pass. If a family is experiencing difficulty getting a child to school on time please contact the office for assistance.

It is also a student's responsibility to arrive at each class on time. A student who has been detained by a teacher from the previous class must obtain a pass, or return after school to secure a pass from that teacher. Tardiness to class without a pass will result in a teacher issued detention. Abuse of this rule will result in referral to the Main Office for further discipline.

BICYCLES

All bicycles must be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles.

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot.

Ride Right! Bicycle Rules of the Road Massachusetts General Laws, C. 85, S. 11-B

- Ride on the right with the flow of traffic.
- Ride single file.
- Stop at stop signs and traffic lights.
- Signal by hand for turns.
- Give the right of way to pedestrians.
- Give a clear warning (bell, horn, voice) when needed for safety.
- Carry no passengers (except in approved baby seat).
- Check your brakes often.
- Equip your bike with front and rear reflectors, pedal reflectors and reflective material on both sides.
- Do not adjust handlebars above your shoulders or alter the front fork of the bike.
- Do not ride on express or limited access highways.
- You may ride on the sidewalk outside of a business district.
- Helmets must be worn.

BUSES

Bus Pass Implementation Procedure

Bus passes are issued to each student who is eligible to ride. Each student is expected to have his/her bus pass each day and to make sure that it is visible to the bus driver. In the event that a student forgets a bus pass in the morning, he/she will be given one day's grace. If he/she does not have a pass the next day he/she will not be allowed to board the bus. In the event that a student loses a pass, there are temporary bus passes in the Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a \$5.00 charge for a replacement bus pass.

School Bus Rules and Regulations

- Students being transported are under the authority of the bus driver. The driver and students are subject to all School Department policies and regulations.
- Students shall be on time for the bus both morning and afternoon. The driver is not required to wait beyond the scheduled departure time.
- Students shall cross the road in front of the bus.

- Students are to board and to get off the bus at the school and the bus stop to which they are assigned. Except in emergency situations, with prior approval from the Principal or Assistant Principal, students will not be given permission to ride on a bus to which they are not assigned.
- Students will be dropped off and picked up at their designated bus stops only.
- Middle school students will not be allowed to ride the elementary school buses. Any exceptions will be handled by the Principals involved.
- All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
- While awaiting the arrival of the bus, students must remain well back from the road, in an orderly fashion.
- The bus driver has full authority to assign seats to individual students if the driver feels it is in the interest of safety and/or good conduct.
- No pets or animals will be allowed on the bus.
- The bus driver has the authority to summon the police or school administration in a situation which threatens the safety of students.
- Students shall not extend their hands, arms or heads through the bus windows and will not open any window without permission of the driver.
- Nothing shall be thrown out of the bus.
- Roughhousing is prohibited.
- Students will converse in a normal tone. Loud or vulgar language, and/or shouting are prohibited.
- Students shall be courteous to the driver, to fellow students, to pedestrians, and to passengers or drivers of other vehicles on the road.
- Students will enter the bus in an orderly fashion and go directly to a seat. Students will remain seated until the destination is reached unless instructed otherwise by the driver.
- There shall be no littering or defacing of the buses. Vandalism of any type will require restitution and suspension from school.
- Use, possession or sale of drugs or alcohol on the bus is forbidden and would result in suspension or expulsion from school.
- The emergency door must be used for emergencies only. Students shall not touch any safety equipment on the bus.
- Video cameras may be present on the bus to ensure the safety and security of students.

It is essential that all Students cooperate with the bus driver for everyone's safety. Bus rules will be strictly enforced as the bus is considered an extension of the school. The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the Students. In the event of a discipline problem with a student, the driver will deliver the student to his or her destination and then notify the principal.

Any violation of the aforementioned rules and regulations may result in the suspension of bus privileges, permanent removal from the bus and/or suspension from school.

CAFÉ/DINING HALL

The lunch period affords students the opportunity to socialize and enjoy time with their classmates. To ensure that this time is beneficial to all students, the following guidelines have been established:

- Students are to line up and wait their turn to be served. Cutting in lunch lines is not permitted.
- Students are asked to help keep the Cafetorium clean by cleaning up any mess on the table and floor area around where they ate.
- Students must properly dispose of papers and other trash in the proper receptacle.
- No soda, caffeine drinks or glass bottles are permitted at school at any time.
- All students seated at a table are responsible for the cleanliness of that table.
- Students are to follow the directions of the lunch room supervisors.
- Students are not to throw anything at any time in the lunch room.
- Students are not allowed to take food or drink from the Cafetorium.
- Upon completion of their meal and after they have returned their trays, students may use the lavatories nearest the Cafetorium after receiving the lunchroom supervisor's permission.

- Students will be dismissed by table at the end of the period, at the discretion of the lunchroom supervisor. When weather permits, students may go outside to a supervised play area.
- A hot lunch or a soup and sandwich lunch may be purchased at the cost of \$3.00. This includes milk. A premium lunch can be purchased for an additional \$.50. Ice cream, cookies or chips may also be purchased at an additional charge.
- Parents/Guardians may pre-pay their child's lunches on-line. Setting up an on-line account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to <https://www.myschoolbucks.com/>.

LUNCHROOM ACCOUNTS

If your student has a prepaid account, his/her balance at the end of the year it will carry over to the following school year. The balance will stay with each student even if he/she changes schools within the Franklin district. If you move out of the Franklin district a refund cannot be issued. A transfer can be made to the sibling of a student who moves out of the Franklin Public Schools, (i.e. a senior who is graduating balance may be transferred to a younger sibling still in the district).

Charges and Uncollected Debt – Food Service

Based on guidance issued by the U.S. Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an “emergency meal”. Under no circumstances will students be denied food because they lack the funds to pay. Choices of “emergency meals” include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within the household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30th). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

FREE AND REDUCED LUNCH PROGRAM

Children from families receiving public assistance, as well as students from families with low income, may be eligible for free lunches or lunches at a reduced price. Applications may be obtained in the Main Office.

CELL PHONES

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone usage were to occur discipline will be progressive. School administrators may check the content of cell phones if

there is a reasonable suspicion that school rules have been violated. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

COMMUNICATIONS

Open and respectful communication is one of the primary goals at the Remington Middle School. Students and parents/guardians are encouraged to keep in close communication with teachers.

Conferences are one of the many ways in which this can be accomplished. Students and parents/guardians may schedule a conference with a teacher at a mutually agreed upon time.

Parents/Guardians, students and teachers are encouraged to continue communication through email, progress reports, report cards, and voice mail. Parents/Guardians should understand that the availability of technology can increase the volume of communication to which school staff is asked to respond. Reasonable guidelines may be set by the school with respect to the timeframes and formats in which staff is expected to respond to emails and other communications.

HOME-SCHOOL PARTNERSHIP

When receiving a communication from the school, parents/guardians should keep in mind that education is a partnership involving students, his/her teacher(s) and the parents/guardians. It is natural for parents/guardians to love and support his/her child. In fact, it is that support which enables a child to face the world every day and to grow into a competent adult. Sometimes, however, that support requires parents/guardians to recognize that children make mistakes and it is through recognition of these mistakes that growth occurs.

Communication from the school comes in many different forms. School personnel may call home to commend a student for exemplary behavior or for an outstanding academic accomplishment. There are also occasions however, when school personnel will call home to inform parents/guardians that a student owes homework, broke a school rule, performed poorly on an assessment(s), was late for class, misbehaved on the bus, etc.

The following guidelines may be helpful to parents/guardians as they try to understand the situation:

- When parents/guardians and the school work collaboratively and respectfully on an issue it is less likely to happen again.
- The school professionals wish to collaborate with parents/guardians in order to help each student to feel safe, and to realize success.
- If the news is upsetting or catches parent/guardian off guard, he/she can tell the school professional that he/she would like time to think about the issue. A time should be set to call back or to make an appointment for a meeting (except in the case of a suspension).
- When discussing the issue with the school professionals, parents/guardians should listen carefully and ask clarifying questions.
- Understand that the school professionals know that students make mistakes. Their ultimate goal is to help each student learn from his/her mistakes.
- Students at this age expect consequences for their behavior and are confused when they are not forthcoming.
- When discussing the situation with his/her child, the parents/guardians should listen to how he/she is making sense of the issue; help him/her to gain perspective and articulate what he/she has learned.

COURTESY CODE

Middle School students are expected to conduct themselves at all times in a manner that will bring credit to and reflect positively upon themselves and their School. Rules of common courtesy are to be exercised with other students, school personnel, substitute teachers, and visitors to the school. Special note is made of the need for courtesy at school-sponsored activities such as field trips, field days, assemblies, athletic events, and theatrical performances. Respect for the feelings of a student’s classmates must be a top priority. Violations of the Courtesy Code will result in appropriate action taken by the Assistant Principal or the Principal as described in the Handbook. Additionally, students may also be excluded from future extra-curricular activities if their behaviors have presented a problem at previous events.

CODE OF CONDUCT

The Code of Conduct guides our actions and words. All students and staff deserve the opportunity to work and learn in an environment of respect and trust. Students are responsible for knowing the school rules and understanding the importance of abiding by these rules throughout the school year, both at school and at extra-curricular activities. It is expected that the Code of Conduct and Courtesy Code will be followed by all members of the Middle School Community.

RESEPECTFUL CONDUCT

Consistent with Franklin Public Schools’ Core Value of creating a school climate of civility, thoughtfulness, appreciation and approachability where students respect the dignity and diversity of all individuals and cultures, it is the expectation of the school that students will engage in respectful conduct at all times. Accordingly, the following conduct is prohibited:

- Name calling (verbal/written), teasing, mimicking, use of slurs or other derogatory remarks
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers or designs on clothing
- Phone calls, text messages, emails, and/or instant messages, or postings on any web sites (e.g. Facebook, YouTube, Twitter, Instagram, Kik, Snapchat, Ask.fm, Vine, etc.) which would embarrass, humiliate, hurt, or intimidate
- Unwanted touching a person or touching a person’s clothing
- Words, pranks, or actions which would embarrass, humiliate, hurt or intimidate
- Stalking or following
- Spreading false and malicious gossip or starting rumors which would embarrass, humiliate, hurt or intimidate

Students who are experiencing difficulty with one another may be asked to sign and adhere to *The No Contact Form*. See the sample below.

NO CONTACT AGREEMENT

NAME:

DATE:

Thank you for taking the time to talk with school administrator _____ today to discuss a conflict between you and the following peer(s): _____

After reviewing the conflict with all students involved, the following No Contact rules will be put into effect for everyone involved (both sides):

- a. There will be no texting between factions
- b. No internet-based communication
- c. No phone calls
- d. No talking or other means of verbal communication
- e. No third party communication
- f. No viewing of each other's blog and/or internet postings
- g. No non-verbal communication

The school resource officer will be given the names of all students issued no contact notifications, and a parent of each student will be notified of this contact notification agreement.

Violations of this No Contact notification order should be reported to the Assistant Principal so that a further investigation can take place and school-based discipline can take effect, as appropriate, according to the student-parent handbook.

By signing this agreement, I agree to follow the No Contact rules as outlined above.

Student Signature

School Administrator

Students may be suspended for disrespectful conduct and/or harassment.

DIRECTORY INFORMATION NOTICE

The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

DISCIPLINE

There are standards of behavior that are expected of all students in school, to and from school, and during all school-related events and activities. These guidelines are meant to help our students make good decisions about school behavior and to help them consider the consequences of any poor choices they make. It is our intent to have our rules and our consequences in place on a progressive basis. We described most, but not every, offense that may occur in school. We also identified a set of possible consequences that may result if rules are broken. The school

administration reserves the right to impose different, including more significant, consequences in appropriate situations.

The Code of Conduct is based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior.

The following section of the handbook describes the progression of many offenses and their possible consequences. Questions should be directed to the Assistant Principal.

ACTION PLANS TO ADDRESS UNACCEPTABLE BEHAVIORS:

Research in adolescent development strongly notes the importance of including students in active problem solving in order to attain and maintain an environment of mutual respect. Every effort is made at all levels to help our students assume responsibility for managing their own affairs within the school setting. Staff will use a variety of research based strategies to enlist students to help resolve most classroom issues. If a problem persists, a team approach may be utilized. Teacher(s) will first conference with the student and point out the area of concern. Depending on the growing concern of the team or teacher, the parent/guardian may or may not be contacted. If the behavior or concern still persists the teacher may bring the student concern to his/her academic team meeting and teachers will brainstorm additional strategies together. Parents /Guardians may be contacted to come in for a conference at which time an action plan or success plan will be put into place. The teachers, counselors, Assistant Principal and Principal will make every effort to enlist family support to resolve issues before concerns escalate.

DETENTION (CLASSROOM/LUNCH/OFFICE)

Grounds for detention include, but are not limited to:

- Inappropriate behavior in the halls
- Inappropriate classroom behavior
- Removal from class due to disruptive behavior
- Inappropriate behavior in assemblies, on field trips, at field day, etc.
- Violation of Café/Dining Hall regulations
- Violation of bus regulations
- Inappropriate and/or repeated display(s) of affection
- Striking, tripping, or pushing another student
- Dress code violation (including wearing a hat) after a warning(s)
- Unauthorized possession of and/or use of cell phone in the building during the school day
- Possession of a laser pointer or other forbidden/inappropriate articles
- Graffiti
- Loitering on school grounds after school
- Bicycle or skateboard violations
- Throwing snowballs
- Cutting/skipping class
- Unexcused tardiness to school/class
- Failure to bring a written excuse for absence
- Repeated failure to return required forms, progress reports, tests, quizzes, etc.
- Missing homework
- Plagiarism, forgery, cheating, or other academic dishonesty
- Failure to report to classroom/lunch/office detention
- Failure to report to Office when sent by a school professional

In the event that classroom or office detentions have not significantly altered the student's behavior the Assistant Principal or Principal will assign, at his/her discretion progressive discipline, which may include, any of (but not limited to) the following consequences consistent with the code of conduct and due process principles:

- One or more detentions
- Office detention
- Temporary or permanent removal from a class
- Exclusion from extracurricular school functions
- Mandatory parent/guardian visit to school or school function to remove a student
- In-school suspension
- Out-of-school suspension
- Notification of proper authorities (Franklin Police/Fire)

Grounds for Suspension

Reasons for student suspension include, but are not limited to, the following infractions of the Code of Conduct:

- Possession, and/or use, and/or being under the influence, and/or transfer, and/or sale of a controlled substance and/or alcohol before, during, or after school or at any school activity including field trips
- Possession and/or use of weapons (guns, knives, including a pen knife) on school grounds
- Possession and/or use of incendiary devices
- Possession and/or use of imploding devices or "stink bombs"
- Unauthorized use of fire extinguishers
- False alarms
- Truancy (cutting/skipping school)
- Leaving the building without permission
- Being in an unauthorized area of the school building
- Trespassing on school property
- Language that is threatening or violent in nature and that could pose a threat to the safety of the school community
- Violence or threats to another person, treating another person in a manner as to deprive the student of his/her education
- Bullying or cyberbullying
- Discrimination/harassment/sexual harassment as defined in this handbook
- Hazing as defined by Massachusetts General Laws, Chapter 269, Section 17
- Vulgar and/or offensive language and/or gestures made toward and/or in the presence of students and/or teachers
- Fighting in school, during a school function or activity (The administration shall have the latitude to determine who is at fault and the effect the incident has had on the safety of the school community due to the severity and location of the fight. The consequence will be administered accordingly)
- Vandalism or defacing school property (Restitution will be required)
- Malicious destruction of school property
- Theft, extortion, and/or gambling on school property
- Smoking at any time in school or on school grounds
- Disrespectful behavior toward any school professional or authorized visitors
- Insubordination/ Persistent non-compliant behavior
- Refusal to comply with a reasonable request from a staff member
- Any offense the school administrators deem serious

A conference with the parent/guardian and the Assistant Principal is encouraged before suspended students are allowed to return to class. This conference cannot be completed over the telephone unless waived by the Assistant Principal or Principal.

Students involved with any type of suspension will not be allowed to participate in or be present at any school related function/activity during the time of suspension.

In-School Suspension/Out of School Suspension

In-school and out of school suspensions may be assigned for any of the infractions previously listed. The severity and/or frequency of an offense will determine the length of the suspension. Students will be given the opportunity to make academic progress during periods of suspension, including the ability to make up all academic work during an in-school or out of school suspension, including tests and quizzes.

The severity and/or frequency of an offense will determine the length of the suspension. In school and out of school suspensions carry the same weight. An in school or out of school suspension is at the discretion of the Assistant Principal or Principal and consistent with due process procedures outlined starting on page 78 of this handbook.

RESTORATIVE DISCIPLINE/ALTERNATIVE CONSEQUENCES

Giving back to the community by using *restorative discipline* (an opportunity provided to repair relationships by doing something for a teacher or the middle school community) may also be utilized in appropriate circumstances. Our experience shows us that a student is more likely to be successful when the family and school work together to help a student learn from mistakes and take specific actions to improve and understand that relationships can be repaired and restored. Under appropriate circumstances, the family and School Administration may determine that restorative discipline is an appropriate consequence. The decision to utilize restorative discipline in lieu of or in conjunction with other consequences is at the sole discretion of the school administration.

Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Investigative Procedures

When the school receives a complaint or information of inappropriate conduct by a student, the Assistant Principal, Principal or other designated staff member may conduct an investigation. Except in extraordinary circumstances the parents/guardians of the student(s) being investigated will not be contacted by the school until the investigation is complete.

During the course of the investigation, school personnel may talk to witnesses, and may search students, students' lockers or possessions and take other appropriate investigative steps in accordance with federal and state laws. The student(s) being investigated may be removed from class for all or part of the school day during the investigation, as appropriate.

Suspension of Students with Disabilities

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than ten (10) school days (or less if the removals constitute a pattern). Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim alternate educational setting () for up to forty-five (45) school days. Your child may remain in this interim alternate setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than ten (10) school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student’s disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district’s failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then you child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and Section 504 Plan and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school’s code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim alternate educational setting () for up to forty-five (45) school days. Your child may remain in this interim alternate setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.
- For students with Section 504 Plans, there is no automatic right to receive educational services beyond the tenth (10th) school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding ten (10) school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

DANGEROUS AND FORBIDDEN ARTICLES

Inappropriate personal items such as wallet chains, beepers, dice, playing cards, laser pointers etc. may not be brought onto school property and will be turned into the Main Office. In addition, students cannot bring aerosol cans or "white out" in any form onto school property. These items will also be taken and sent to the Main Office. These items will not be returned.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all middle school students, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extra-curricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up his/her child up on days of inclement weather, he/she must join the student pick up line.

DRESS CODE

Appropriate dress is required to maintain safety and to ensure that there is no disruption to the educational process in all middle schools. Apparel deemed vulgar, provocative, or which advertises/advocates the use of alcohol, drugs and/or tobacco products is unacceptable and inconsistent with a safe and orderly educational environment. In addition, clothing or jewelry that is disruptive to the educational process (e.g. low-cut pants, low necklines, shirts exposing midriffs, short skirts or shorts) is not acceptable in school.

The rules are as follows:

- No undergarments should be visible
- No bare midriffs (back and/or stomach cannot be exposed)
- No halter-tops, tube-tops, camisoles, low-cut necklines (height of blouse or shirts is appropriate when measured at the top of the arm-pit and no lower) and no underwear-type tank tops
- No skirts that are shorter than eight inches above the knees (measured from the middle of the knee)
- No shorts that are shorter than ten inches above the knee (measured from the middle of the knee)
- No apparel should be worn that inappropriately leave parts of the body exposed. This may include short shorts/skirts, tights, and pants with excessive rips/holes

- Yoga pants, stretch pants, and/or leggings may be worn when the top worn with them meets the top of the leg in the front and back
- No clothing with logos that promote the use/sale of drugs, alcohol, and/or tobacco products
- No clothing that discriminates, demeans or that is derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnic origin, sex, gender identity, sexual orientation, stereotypes or that has sexual connotations, or sexual innuendo
- No studded wallets/belts/chains/jewelry
- No slippers or flip flops/beach shoes (shoes that are easily bendable, able to be folded or that may be penetrated by a dangerous object such as a nail or tack)
- No pajamas or flannel loungewear will be worn
- No hats or bandanas of any kind will be worn in classes but may be worn to school and removed upon entering the building and placed in the locker until dismissal
- No outside clothing such as a winter jacket will be worn during classes
- No jewelry will be worn during physical education classes (e.g. rings, bracelets, necklaces, earrings, watches and nose-rings)

ELECTRONIC DEVICES

Electronic devices (I-Pods, I-Pads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned, if continued violation of inappropriate usage were to occur discipline will be progressive.

EMERGENCY CARD

An emergency information card is distributed at the beginning of each school year. The information provided on this card by the parent/guardian will assist the school nurse and other school personnel to respond appropriately when medical or school-related emergencies occur.

FIRE OR EMERGENCY CALLS

When the fire alarm sounds, every adult and student in the school is expected to respond. Students are to pass quickly and quietly to the nearest exit. Once outside, students are to move away from the building as directed by their teacher and wait for the signal to return to class. Emergency procedures are posted in each classroom.

GRADING/MARKS

Grades or Marks are the fundamental way we communicate with students and parents/guardians about students' progress in reaching their educational goals. It is important as a school community that we have common understanding about our grading/marking system.

Grades or Marks reflect the measure or level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Marks must be fair and accurate and based upon school wide set of criteria. Grades or Marks should reflect the level of mastery of certain standards and criteria as set by the State and the Franklin Public Schools. At Remington Middle School grades/marks include, but are not limited to, the following data:

- classroom participation
- effort
- tests and quizzes
- classwork
- homework

- special projects and reports

Teachers will communicate their grading/marking system to students and parents/guardians at the beginning of the school year in a letter home.

Report cards are issued three times a year. Students receive a letter grade for each class using the following parameters:

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

HONOR ROLL

In order to attain the Honor Roll, a student may not have any grade lower than B - in any course or an incomplete grade.

PROGRESS REPORTS/REPORT CARDS

We have high academic expectations for each student. Communicating how a student is performing at school is an important part of the learning process. Parents are able to view their student's academic progress on Aspen, our student information program and are encouraged to do so weekly. Progress reports can also be generated at any time during the term at the request of a parent. Report cards with the final term grades are distributed at the end of each marking term. Report cards must be signed by a parent or guardian and returned to school within three days. See calendar for the days report cards are issued at the end of each term.

GUIDANCE

The Middle School Guidance Counselor and School Psychologist are available to students to assist them in making good decisions, to access the curriculum and to be successful at school. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Guidance Counselor and School Psychologist are available for conferences with students during the school day.

HONOR CODE/ACADEMIC INTEGRITY

Honesty with oneself and others is one of the most precious qualities a person can possess. It is the goal of the middle schools to assist in the development of this attribute in all of its students. Dishonest acts such as lying, stealing, cheating, forgery, or plagiarism (copying of anyone's work including from books, articles, or the Internet) are never acceptable. Such acts will result in parent/guardian notification and appropriate consequences. The Assistant Principal or the Principal, as described in the Rules and Regulations section of this Handbook, may assess major violations. Students are expected to prepare themselves honestly for tests, homework, projects, research papers, etc. No credit will be given for work obtained through cheating (a 0 will be given). A student aiding another in cheating will be treated in a similar manner. Cheating is unethical and is a suspendable offense.

INTERNET USE/COMPUTER USE AGREEMENT

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct

- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

FRANKLIN PUBLICSCHOOLS LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/STUDENT SERVICES DIRECTOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 STREET
 FRANKLIN, MA 02038

HOMELESS LIASON

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
 ELL/TITLE I COORDINATOR
 PARMENTER SCHOOL
 235 WACHUSETT STREET
 FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
 ASSISTANT SUPERINTENDENT OF SCHOOLS
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038
 508-553-4819

**TITLE VI OFFICER CIVIL RIGHTS OFFICER
 HARASSMENT/GRIEVANCE**

MR. PETER LIGHT
 ASSISTANT SUPERINTENDENT OF SCHOOLS

355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

LIBRARY MEDIA CENTER

The library is for student research and reading use. In order to ensure that all students may enjoy the use of the facility, the following policies have been established:

- A student is allowed to have two books checked out at a time.
- Books may be renewed for two weeks.
- All school rules must be observed in the library. Students must arrive on time and be prepared to work.
- Upon entering the library, the student is to put his/her pass on the check-out desk and sign in on the sheet provided.
- When leaving the library, the student must have his/her pass signed by the librarian.
- Reference books and magazines are to be used in the library only. They cannot be checked out.
- Gym bags and book bags are to be left at the check-out desk. They cannot be taken into the library.
- Any student who has long overdue books, more than two overdue books, or chronically misbehaves in the library may not use the library without special permission from the Librarian, Assistant Principal, or Principal.
- Full replacement cost must be made before the end of the year for any lost book or any book defaced beyond repair for participation in extracurricular activities (e.g., Field Day, Student Faculty Games, Talent Show, Yearbook signing, Eighth Grade Ceremony, Celebration, field trips etc.) will be jeopardized.

LOCKERS

Students should keep their lockers locked at all times and should not give their locker combination to any other person. Students are expected to store their material in the locker assigned to them and should plan to take books with them for several classes so that it will not be necessary for them to go to their locker each period. Student lockers will be checked for neatness, cleanliness, and inappropriate posters and/ or pictures attached to the inside of lockers. Magnets are the only acceptable method of attaching anything to the inside of lockers. Nothing is to be attached or affixed to the outside of the locker.

Lockers are provided for the convenience of students and students should not have an expectation of privacy in their school lockers. The school is not responsible for thefts from lockers and reserves the right to search lockers.

Gym Lockers

Each student is issued an individual locker for physical education equipment. There is no charge for these lockers, but students are expected to keep their lockers in good condition. In the case of the athletic lockers, the padlock

must be returned at the close of the school year or a charge of \$5.00 will be made. Full replacement cost must be made before the end of the year for the padlock for participation in extracurricular activities (e.g., Field Day, Talent Show, Video Year Book Presentation, Eighth Grade Celebration, field trips etc.) could be jeopardized.

NOTE TO PARENTS/GUARDIANS

A minor student may be seen by school health/mental health professionals (e.g. school nurse, counselor, or school psychologist) and/or building administrators (e.g., principal, assistant principal) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents/Guardians should also be advised that district school psychologists, district school behaviorist specialists and adjustment counselors routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent, for such involvement in student support.

NURSE/HEALTH/SAFETY

Franklin school nurses are integral members of the educational team who assist children and youth to develop to their full potential. A comprehensive school health program includes delivery of health services and health education which directly contributes to the student's education as well as the health of the family and community.

A school nurse is available for parents/guardians and children at the school on a daily basis. Students who are ill or injured are urged to tell a school professional immediately. They should not allow a minor problem to become a major one by not bringing it to the attention of a school professional. In the event of serious injury or illness at school, the school nurse will provide immediate first aid. If follow-up care is needed, or if the child cannot remain at school, the parents/guardians will be notified.

Student Illness

Students may arrange for an appointment with the nurse to discuss any health problem. Excluding emergency situations, students are requested to have a pass from a teacher in order to report to the nurse's office.

If a student becomes ill and must be dismissed, the school nurse will notify his/her parent/guardian. A parent/guardian or his/her delegate will be expected to transport the ill student home. If the nurse sends a student home from school that absence from school is considered an excused medical day.

Medication

The policy of the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR, 210.000 Regulations Governing the Administration of Prescription Medications in Public and Private Schools is that medication is not to be dispensed without a written order from a licensed prescriber as described in 105CMR210:002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

All medications will be stored in a locked cabinet or when required in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an RN (including on field trips). Students may self-administer inhalers (for asthma), prescription enzyme supplements (for cystic fibrosis) or glucose monitoring test and insulin delivery system (for diabetes) pursuant to state regulations and school policies and protocols and only after approval of the school nurse.

Medication may be retrieved by the parent/guardian at any time and the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Medical Waiver

In order for a student to be granted a medical excuse from any course(s), including physical education, a doctor's certificate designating the length of time and the reasons must be given to the school nurse.

Immunization

The School Immunization Law, Chapter 75, Section 15 of the General Laws states: no child shall be admitted to school except as hereinafter provided: The provisions are: A physician's certificate listing immunizations given and/or the diseases the child has had; a physician's certificate stating immunization is contraindicated for health reasons, or a parent's/guardian's statement that immunization conflicts with religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps and rubella (German measles). Principals are responsible for refusing school admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Un-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as in compliance with the law. However, all immunizations must be complete for admission to kindergarten.

In addition, the Massachusetts Department of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective September 1996 a second dose of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1992. A Td (tetanus/diphtheria) booster is required in grades 10-12.

Physical Examination

State law requires that all students present evidence of a physician's physical examination during their seventh grade year.

Communicable Diseases

A student showing signs of ill health or of being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse.

Parent/Guardian help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis (pink eye), strep infections and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom-free for 24 hours.

Pediculosis

As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice). The link to the policy: <http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. School nurses will screen any student who exhibits signs/symptoms of head lice. Students who are found to have live lice or nits will not be sent home from school. Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. Informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate. Students will be allowed to return to school after parents confirm with the school nurse that treatment has begun.

Students do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their student's head after treatment. The presence of nits will not prevent a student from returning to school. Parents will be instructed to check their student's head on a regular basis to confirm treatment success or failure.

Screenings

All students in grade 7 are screened for vision and hearing. Parents/Guardians of those students failing to pass either of these screenings will be notified. It then becomes the parent's/guardian's responsibility to see that proper professional follow-up is completed.

Postural Screening

Postural screening will be conducted in the Franklin School System on all students in grades 5 through 9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided, stating that the postural screening has been completed during the academic year starting in June.

Initial screening will be conducted in PE classes in late February into March by the nurse or the physical education staff who have been trained to conduct these screenings. All students with questionable findings will be referred to the school nurse. Re-screens will be completed by the nurse after which recommendations will be made.

Since this is a health concern that is likely to develop during the adolescent years of rapid growth, it is important to be assessed annually. This screening is usually done during a physician's annual exam, and it must be specifically noted by the physician, such as "postural screening negative" or "scoliosis negative."

PERSONAL PROPERTY AND VALUABLES

Students are strongly discouraged from bringing excess money or valuable items to school. Excess money or valuable items should not be stored in lockers. Under no circumstances does the Town of Franklin, the middle schools, administration or the staff assume liability for personal possessions brought to school.

PROMOTION

Grade Six students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Seven students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Eight students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

If a student fails a major subject(s) for the year, credit recovery can be obtained by enrolling in summer school. In order for the credit recovery to be considered valid the student must pass the summer course. Student enrollment is at the discretion of the Principal.

SCHOOL COUNSELING PROGRAM DESCRIPTION

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits. In our school counseling office, what is said here stays here with the following exceptions:

1. Harm to Self or Others

This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.

2. Abuse or Neglect

If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).

3. Court and other Legal Proceedings

By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. Other Issues deemed related to school struggles

The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported

to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____
Counselor initials Date

Signs of Suicide (SOS) Program – (Health Program)

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

To proactively address these issues, The Franklin Public Schools is offering depression awareness and suicide prevention training as part of the SOS - Signs of Suicide Prevention Program. The program has proven to be successful by encouraging students to seek help for themselves or a friend and is the only school based suicide prevention program listed by SAMHSA (Substance Abuse and Mental Health Services Administration) for its National Registry of Evidenced – Based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts. In a randomized control study, the SOS Program showed a reduction in self -reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help, if they need it

Students in grades 7 and 9 will participate in the SOS program during the 2015-2016 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you do not wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Cerce at 508-613-1660. If we do not hear from you, we will assume your child has permission to participate in this program.

SPECIAL EDUCATION:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

SECTION 504:

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to student who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision

making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the “Notice of Parent and Student Rights under Section 504.”

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Director of Student Services
355 East Central St
Franklin, MA 02038

SUMMER SCHOOL

Franklin Public School students may earn credit during summer school provided:

- Administrative approval is given.
- Student has passed at least 1 term in a yearlong course.

TEACHERS’ PERSONAL ITEMS

Teachers’ desks, tables, files, cabinets, and personal property are their personal belongings and are strictly off limits to students. Students may only approach any of these items if asked to do so by a teacher. Removing any teachers’ items will be considered theft and will result in disciplinary action by the Assistant Principal or Principal as described in the Rules and Regulations section of this Handbook.

TEXTBOOKS/BOOKS/SUPPLIES

Proper care and maintenance of textbooks or reusable school supplies (e.g. calculators, locks, dictionaries, musical instrument or musical supply such as drumsticks) is mandatory. All textbooks must be covered at all times to prevent damage and unnecessary wear. Books may not be defaced, marred, thrown on the floor, or jammed with papers that will break the bindings.

You may use grocery store bags or book socks to cover books. Do not use book socks that are too small for the textbook that you are covering as they can damage the books or texts permanently. Do not use contact paper or adhesive paper to cover books or textbooks.

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, reusable school supply, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in school or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, Concerts, special assemblies, Eighth Grade Ceremony, Celebration, Eighth Grade Breakfast, field trips etc.)

VISITORS

All parents/guardians or visitors coming into the school are welcome. Visitors must sign in with the secretary in the Main Office before proceeding to any other section of the school. A pass or badge will be issued at the time of sign-in and must be returned before exiting the school. To avoid interruptions in the educational process of our students, parents/guardians or visitors are requested not to enter classrooms or meet with teachers without a prearranged appointment. Students not enrolled at Remington Middle School will not be allowed to visit without written permission of the Assistant Principal or the Principal.

YEARBOOKS

It is a tradition at the FPS middle schools to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that he/she is proud to share with family and friends now and in the future.

FRANKLIN PUBLIC SCHOOLS DISTRICT POLICIES

This section contains School Committee policies that are applicable to students and families. The district's complete Policy Manual is located at http://franklinschool.vt-s.net/Pages/FranklinCom_Emanual/index. If you do not have access to the Internet or would prefer a paper copy of a policy, please contact the School Office.

This section is organized by policy number utilizing the following system:

A policies: Foundations and Basic Commitment Operations

B policies: Board Governance and Operations

C policies: General School Administration

D policies: Fiscal Management

E policies: Support Services

F policies: Facilities Development

G policies: Personnel

H policies: Negotiations

I policies: Instruction

J policies: Students

K policies: Community Relations

L policies: Education Agency Relation

Due Process

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon sex, race, color, religion, national origin, disability, age, gender identity or sexual orientation should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender orientation or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
 One Congress Street - 10th Floor
 Boston, MA 02114
 (617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14

File: ADC

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY—SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
Student Handbooks
Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10

Accepted by the School Committee 3/9/10

FREE AND REDUCED PRICED FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72
Reviewed, revised: 2/9/10

ACCEPTABLE USE FOR STUDENTS

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district’s technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users’ inappropriate use of electronic resources or violations of copyright restrictions, users’ mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09
Reviewed; revised 8/7/12

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

Reviewed; revised; adopted 9/22/09
 Reviewed; revised 8/7/12
 Reviewed, Revised, Adopted 9/22/09

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student's skills in their primary language.

- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-

schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

1. All field trips contribute to the students' access to state and local curriculum standards;
2. All field trips have advance approval of the Superintendent or his/her designee;
3. All students have the prior permission of the parent/guardian for field trips;
4. The field trips are properly supervised by staff and parent/guardian volunteers;
5. All students are provided with full and equal opportunity for participation in field trips; and
6. Safety protocols are established and observed on field trips;
7. All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.
Adopted by School Committee 2/28/12

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- A. The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- B. As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3
Adopted by School Committee: 10/23/12

SCHOOL ADMISSION/RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

- 1. A signed Affidavit of Residency; and

2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Column B

Evidence of Residency

Evidence of Identification (Photo ID)

Record of recent mortgage payment and/or property tax bill.

Valid Driver's License

Copy of Lease *and* record of recent rental payment

Valid MA Photo ID Card

Passport

Landlord Affidavit *and* recent rental payment

Other Government issued Photo ID

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- b. Tuition paying students, as permitted by law;
- c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin.

3. Dwellings that are intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section
Reviewed, revised 2/7/12

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

1. Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
2. If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

File: JICF

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent

in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJE

STUDENT FUNDRAISING ACTIVITIES

The Franklin School Committee recognizes the importance of fundraising activities of the PCC's, Booster Clubs, and student extra-curricular groups. Fundraising activities need to be approved in advance by the Principal and shall be in keeping with the mission of the Franklin Public Schools. Proposals to raise funds for charitable purposes or for the benefit of the school or community must be approved in advance by the Principal and Superintendent and must be consistent with the school mission.

No student shall be required to engage in fundraising as a condition of participation in any school-related activity or event.

CROSS REF: KCD Donations of Non-Budgeted Funds
KJA Relations with Booster Organizations
KBE School/Parent Organizations
KBE-E School Committee/Administration Participation in PCC/Booster Meeting Guidelines
JJF Student Activity Accounts
JLCCB Wellness Policy

File: JJN

HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional

information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

State Concussion Law Requirements:

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law: Student athletes and their parents, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.”

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

Parents and student-athletes who plan to participate in any sports program at the Franklin Public Schools must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law.

The first online course option is offered through the National Federation of High School Coaches. You will need to click the “order here” button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes: <http://www.nfhslern.com/electiveDetail.aspx?courseID=15000>

The second online course option is offered through the Centers for Disease Control and Prevention at: http://www.cdc.gov/concussion/HeadsUp/online_training.html

The district’s Head Injury-Concussion Policy and required forms can be found on the Franklin Public School’s Website at <http://www.franklin.ma.us>.

This information can also be found at the high school website under the Athletic Department Tab at <http://franklinhigh.vt-s.net>.

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child’s school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)
Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

1. A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
2. A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with Massachusetts State regulations as identified below. These regulations apply to “foods and beverages sold up to 30 minutes before the beginning of the school day or 30 minutes after the school day” All foods and beverages sold through vending machines must comply with these standards at all times. Competitive foods are defined as foods and beverages provided in:

1. School cafeterias, offered as a la carte items
2. School buildings, including classrooms and hallways
3. School stores
4. School snack bars
5. Vending machines
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered 30 minutes before the beginning of the school day until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are encouraged to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the Massachusetts School Nutrition Regulations for Competitive Foods and Beverages Table below for the standards.

MA School Nutrition Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> ▪ Must be 100% fruit or vegetable juice with no added sugar ▪ Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> ▪ Must be low-fat (1% or less) or fat-free ▪ Portion size limited to 8 ounce serving ▪ Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013. ▪ Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none"> ▪ No added sugar, sweeteners, or artificial sweeteners ▪ May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> ▪ Foods shall not exceed 200 calories per item ▪ A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> ▪ No more than 35% of calories from fat* ▪ No more than 10% of calories from saturated fat* ▪ No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> ▪ No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> ▪ Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> ▪ All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredient statement)
Foods and Beverages	

- No food or beverage shall contain more than trace amounts of caffeine
- No food or beverage shall contain artificial sweeteners
- Packaged items may contain no more than 1 serving per package

Additional Regulations

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)

Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students are allowed to select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
- In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
- In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
- In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.

In grades K-12 students shall have access to valid and useful health information and instructional materials.

In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom

Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Communiten

Friends of Rachel

Bullying Prevention Club

DARE Program

SADD

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing

school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container,

properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;

- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency: "No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or

on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, "Managing Life-Threatening Food Allergies in Schools" and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E

Reviewed, Revised, 7/14/15

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - b. The signs and symptoms of anaphylaxis.
 - c. The correct use of an Epi-pen.
 - d. Specific steps to follow in the event of an emergency.
4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.
5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s)

and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.

6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.

7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.

8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.

9. Submit to school bus drivers a list of students who have life-threatening food allergies.

10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.

11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.

12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

1. School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
3. Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
4. The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
5. Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
6. Notify staff the locations of Epi-pens in the school.
7. A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

1. Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
2. Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
3. Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
4. In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
5. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
6. The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.

7. Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Emergency protocol will be in place in the event the nurse is not in the building.
10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
11. Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

1. Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
2. Leave information in an organized, prominent and accessible format for substitute teacher.
3. Participate in in-service training for students with life-threatening allergies
4. The teacher will implement the Individual Health Care Plan as necessary in the classroom.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
6. Advise parents of any school related activity that requires the use of food in advance of the project or activity
7. Limit use of food for instructional lessons.
8. Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Supply cleaning materials for washing and sanitizing tables as per district protocol.
2. Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
3. Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

1. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
2. Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

1. The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - a. Before or after school activity instructors
 - b. Coaches
 - c. Solutions Personnel
 - d. Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult.
2. An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.

3. Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

1. Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
2. Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
3. Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
3. May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms
6. Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
7. Encourage your child to wash hands before and after handling food.
8. Teach your child to
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as he/she feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate.
 - e. Not share snacks, lunches, or drinks.
 - f. Understand the importance of hand washing before and after eating.
 - g. Report teasing and/or bullying that may relate to the child's disability.
 - h. Take as much responsibility as possible for his/her own safety.
9. As children get older, teach them to:
 - a. Communicate the seriousness of the allergy.
 - b. Communicate symptoms as they appear.
 - c. Read labels.
 - d. Administer own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
11. Provide the school with the licensed provider's statement if the student no longer has food allergies.
12. Go on field trips and out-of-school activities with your child, whenever possible.
13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Do not trade or share food.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.

6. Take more responsibility for your food allergies as you get older.
7. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12
Reviewed, revised 7/15/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected.

The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A
Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student

transfers, graduates or withdraws from the school district. Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995
CROSS REF.: KDB, Publics' Right to Know
Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 s.34F which directs that " the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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.

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 the 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.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.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 based on a threat to the safety of the student or to the custodial parent, or
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 - 3. The parent's access to the student or to the custodial parent 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
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:

1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- (c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
 - (d) Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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 the address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
 LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34 A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/1077,
 June 1995 as amended June 2002.
 603 CMR: Dept. of Education 23.00 through 23.12 also
 Mass Dept. of Education publication Student Records: Questions,
 Answers and Guidelines. Sept. 1995
 CROSS RES: KDB, Public's Right to Know
 Reviewed; no revisions 8/7/12

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72,

and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students' records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered supervised visitation, or
 3. The parent's access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)
Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/ COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/13

DUE PROCESS FOR STUDENT DISCIPLINE

Respect is at the heart of Franklin Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Franklin Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Franklin Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Franklin Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin Public Schools is limited to students who are currently enrolled in and attending Franklin Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H $\frac{3}{4}$ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

SUSPENSIONS

The Franklin Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H $\frac{3}{4}$ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or

his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
 - (b) the basis for the charge;
 - (c) the potential consequences, including the potential length of the student's suspension;
 - (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
 - (e) the date, time, and location of the hearing;
 - (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
 - (g) if the student may be placed on long-term suspension following the hearing with the principal:
1. the rights set forth in 603 CMR 53.08(3)(b) ; and
 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee 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 (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent 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.
- (d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, 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.
- (b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or his/her designee shall provide the parent, 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.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent 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. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent 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 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.

(d) 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 Appeal Hearing:

(1) 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.

(2) The student or parent shall file a 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar 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.

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

(4) The superintendent shall make a good faith effort to include the parent 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 and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) 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.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

LONG-TERM SUSPENSION/EXPULSION PROCEDURES FOR SPECIAL CIRCUMSTANCES:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
2. 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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.

- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The

principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

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

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

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 355 East Central Street, Franklin, MA

FRANKLIN MIDDLE SCHOOLS
ASMS, HMMS AND RMS



RESPONSE TO BULLYING AND CYBERBULLYING:
PREVENTION AND ACTION

Franklin Middle Schools Bullying Prevention Vision, Mission and Policy Statements

Vision

The Franklin Middle Schools, in partnership with our students and families, will create a learning and working environment that is free of bullying, cyberbullying bullying behaviors and/or retaliation.

Mission

The Franklin Middle Schools are committed to eliminating bullying, cyberbullying and/or bullying behaviors. All students and staff deserve the opportunity to work and learn in a caring environment of respect and trust in which they are supported. We strive to create a school culture through the education of our staff, students and parents/guardians in which each individual feels physically and emotionally safe, accepted and treated with dignity.

Policy

In accordance with Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Middle Schools will not tolerate or accept bullying, cyberbullying, bullying behaviors and/or retaliation in any form. We will respond to any reported incidents of bullying cyberbullying, bullying behaviors and/or retaliation in a timely manner consistent with our bullying plan, investigate and take action as needed.



What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

- Report of an incident is received
- Ensure safety of all students involved
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)
- Speak to other relevant adults – teachers, counselors, and/or bus drivers
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Identify bully/cyberbully and bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer (SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Provide appropriate information to the parents/ guardians of the victim and the bully
- Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

- Report of an incident is received
- Notify Supervisor
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other persons involved, including bystanders, witnesses
- Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Provide appropriate information to the parents/ guardians of the victim in accordance with state law
- Take steps to restore a sense of safety for the victim, witnesses and school community

Bullying Web Resources

Bullying Web Resources Why does my child get bullied/bully others? What can I do to help?

[http://www.nasponline.org/resources/handouts/bullying template 9 04.pdf](http://www.nasponline.org/resources/handouts/bullying%20template%209%2004.pdf)

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>



The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events are unlawful and are strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

ANNIE SULLIVAN MIDDLE SCHOOL



STUDENT/PARENT HANDBOOK 2016 - 2017

Also available at <http://sullivanmiddle.vt-s.net>

Beth A. Wittcoff, Principal

Elizabeth Morrison, Assistant Principal

500 Lincoln Street
Franklin, Massachusetts 02038

Telephone: (508) 553-0322



HOME OF THE HUSKIES

If you need to receive a copy of this handbook translated in your spoken language, please contact the principal's office at 508-553-0322 press 2 then enter 3414.

Si usted necesita recibir una copia de este manual en su lengua hablada, , entran en contacto con la oficina del principal, por favor.

Se você precisa de receber uma cópia deste manual em sua língua falada, os contatam por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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- AC: Harassment/Discrimination
- ADC: No Smoking Policy
- EBAB: Asbestos
- EEA: Student Transportation Policy – Services and Eligibility
- EFC: Free and Reduced Priced Food Services
- GBAB: Acceptable Use for Students
- GBAB-E2: Franklin Public Schools Acceptable Use Agreement Grades 6-12
- IHB: Special Instructional Programs and Accommodations (Programs for Children with Special Needs)
- IHBE: English Language Learners
- IHBG: Home Schooling
- IJOAA Field Trips
- JAB: Handbooks are Policy
- JEA: Entrance Age
- JFAA: New Resident Procedures
- JFAA-R: School Admission/Residency
- JFAB: Student Moving Procedures
- JH: Student Absences and Excuses
- JICF: Hazing
- JICFB: Bullying
- JII: Student Complaints and Grievances
- JJE Co-Curricular and Extra Curricular Activities
- JJN: Head Injuries and Concussions in Extracurricular Activities
- JKA Corporal Punishment
- JKAA: Non-Violent Physical Crisis Intervention/Physical Restraint
- JKG: Educational Services in the Home or Hospital
- JLC: Student Health Services and Requirements
- JLCA: Physical Examinations of Students
- JLCB: Student Immunizations
- JLCC: Communicable Diseases
- JLCCB: Wellness Policy

JLCD: Administering Medicines to Students
JLCD-1: Anaphylaxis Procedure
JLCDD: Managing Life-Threatening Food Allergies in the Educational Environment
JLCDD: Protocols and Guidelines for Management of Life-Threatening Food Allergies in the Franklin Public Schools
JLF: Mandated Reporting of Suspected Child Abuse and Neglect Policy
JRA: Student Records
JRA-R: Student Records
JRAB: Access to Student Records for Non-Custodial Parents
JS: Educational Services to Students Identified as Homeless
JT: Electronic Device Policy
JU: Electronic Communications Between Students and Staff/Teachers/Coaches
KI: Visitors to the Schools
Due Process

Franklin Public School Middle School Response to Cyberbullying & Bullying..... Page 104-109

MESSAGE FROM THE PRINCIPAL

Dear Students and Parents/Guardians:

Welcome to Annie Sullivan Middle School!

We are pleased to present the 2016 – 2017 Annie Sullivan Student/Parent Handbook. This Handbook is a result of collaboration with the Horace Mann and Remington Middle Schools of the Franklin Public Schools, Central Office and the ASMS School Council, which is comprised of parents/guardians and faculty. We hope that you will find this handbook to be a useful reference tool throughout the school year as it contains school policies, rules, traditions and practices. It also contains district policies, state and federal regulations and laws. Please note that the final section of the Handbook contains the bullying and cyberbullying prevention policies and procedures of the Franklin Public Schools.

The beginning of the school year brings new challenges, experiences and exciting changes. Each year we are given the opportunity to make a fresh start and renew our commitments. We also know that the beginning of the school year can bring a level of anxious anticipation and nervousness. It is our hope that the Student/Parent Handbook will answer any and all questions you may have, and allay some of that nervousness.

The ASMS Student/Parent Handbook is designed to inform students, parents/guardians, and teachers and all staff regarding the expectations, the policies, the rules/regulations and the laws that govern Annie Sullivan Middle School and the Franklin Public Schools. Following the policies and rules, understanding the regulations and laws, and meeting the expectations as put forth in the Handbook ensure that we provide an environment that is safe and appropriate for all students and staff.

If I can be of assistance at any time during the school year, please do not hesitate to contact me at 508-553-0322, extension 3417 or wittcoffb@franklin.K12.ma.us.

I wish each of you a happy, safe, and successful year.

Very truly yours,

*Beth A. Wittcoff
Principal*

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairperson
Ms. Cindy Douglas, Vice Chairperson
Dr. Anne Bergen
Dr. John Jewell
Ms. MaryJane Scofield
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Debbie Dixson, Director of Student Services	(508) 553-4833
Ms. Joyce Edwards, Assistant Superintendent for Teaching & Learning	(508) 553-4824

MIDDLE SCHOOL DIRECTORY

Call 508-553-0322 – press 2 to reach ASMS then enter the appropriate extension number

Ms. Beth A. Wittcoff, Principal	3417
Mrs. Elizabeth Morrison, Assistant Principal	3419
Ms. Lisa Daly, Nurse	3421
Ms. Christina Spinelli, Special Education Team Chair	3439
Mr. Robert Flanagan, School Psychologist	3418
Mrs. Jennifer D'Amico Guidance Counselor	3420
Mrs. Carolyn Collins, Secretary	3414

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Absentee Line: 508-553-0322 press 2 to reach ASMS, and then press 1.

NO SCHOOL SIGNAL

No School Announcements will be made over the following radio stations: WBZ-Boston, WOON-Woonsocket, WMRC-Milford, WPRO-Providence, and WCVB-TV Channel 5 and WBZ-TV Channel 4 between 6:30 and 7:30 a.m.

Annie Sullivan Middle School Fax Number: 508-541-2109

Annie Sullivan Web site: <http://sullivanmiddle.vt-s.net>

This handbook may be revised/changed or edited after publication.



Kristen Dumas

∞ Vision Statement ∞

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

∞ Mission Statement ∞

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

∞ Core Values ∞

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

ANNIE SULLIVAN MIDDLE SCHOOL
MISSION STATEMENT

PERSONAL GROWTH

ASMS celebrates the unique qualities of early adolescence by nurturing the physical, social, emotional and intellectual growth of all students.

ACADEMIC STANDARDS

We encourage independent, creative and critical thinking in a rigorous program of studies that promotes student excellence. Our team of educators combines passion with innovative practices to inspire lifelong learning.

CULTURE

We provide a safe learning environment that fosters tolerance and respects individual differences.

COMMUNITY

In partnership with the Franklin community, our mission is to educate our students to be resourceful, responsive and contributing members of our evolving society.

ANNIE SULLIVAN MIDDLE SCHOOL FREQUENTLY ASKED QUESTIONS

WHAT ARE THE SCHOOL HOURS AT ASMS?

School begins promptly at 7:20 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:20 a.m. We know that arriving to school on time and ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 1:55 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. For safety sake, please follow the drop off and pick up procedures.

WHAT IF I AM ABSENT FROM SCHOOL?

A parent/guardian must call the absentee line before 7:20 a.m. to report an absence. The absentee line can be accessed by calling 508-553-0322, then press 2 to reach ASMS, then press 1. Upon his/her return to school, the student must check in with each teacher to find out what work was missed. Students should also check the school website for homework missed due to an absence. Homework, classwork and tests missed due to an excused absence **must** be completed within the number of days the student was absent. For example: One day for a one-day absence, two days for a two-day absence, etc. Extensions can be made at the discretion of the teacher and/or team.

WHAT IF I AM ABSENT ON THE DAY OF A SCHOOL-SPONSORED EVENT?

When a student is absent from school, he or she may not attend any school function. These include, but are not limited to, concerts, theater productions, field trips, athletic events, etc., on that day or evening. In addition, if a student is dismissed before 11:00 am he/she cannot attend any school function on that day.

WHAT IF I WANT TO LEAVE AN EVENING EVENT EARLY?

Students who leave an evening event early will not be allowed back to the event. (E.g.: a concert, *Step Up Celebration*, etc.) Additionally, students are not allowed to walk home from an evening event as this poses a safety concern. A student must be picked up by a parent or guardian. (Please note that students may carpool.)

WHAT IF I FORGET SOMETHING AT HOME?

If a student leaves something at home (e.g. homework, a project, lunch, lunch money etc.) he/she may call home before school starts, or at the discretion of his/her teacher. Parents/Guardians may drop the item off at the Main Office. It must be clearly marked with the student's first name, last name and grade level. It is the responsibility of the student to retrieve items brought to the Office. Office staff will not interrupt a class to notify a student that his/her forgotten item has arrived. Please place the forgotten item on the table in the Office with your child's first name, last name, and grade level. Please do not interrupt office staff to announce the arrival of the forgotten item. Students will be informed and reminded that they should check for forgotten items during passing time between classes and before lunch. Please assist us with helping your child to become responsible for remembering to bring needed materials to school.

WHAT IF LEAVE SOMETHING AT SCHOOL THAT I NEED FOR HOMEWORK?

The school building remains open until 4:00 p.m. daily. Students can still access their lockers until then, but not a teacher's classroom. Please do not ask office, custodial, or teaching staff to let you into the building after 4 PM. This is a disruption to the important work that needs to be completed after school hours. Please assist us in helping your child to be responsible for bringing home needed materials as a matter of routine.

WHAT IF I NEED EXTRA HELP?

Teachers and teams will develop an after school help schedule for each team once the school year is underway. After school help is available for make-up work, organizational help and review of previously taught material, etc.

WHAT IF I WANT TO JOIN A CLUB OR PARTICIPATE IN ACTIVITIES?

Teachers will be organizing and arranging the various clubs and activities in the first three weeks of school. It is anticipated that clubs and activities will be up and running by the third week of the school year. A list of the various clubs and activities will be provided to students and families. There is a \$50.00 user fee for all extra- curricular activities.

WHAT TIME IS LUNCH OR SNACK?

There are three lunch periods at Annie Sullivan Middle School. First lunch (8th grade) is at 10:28 a.m., second lunch (6th grade) is at 11:01 a.m., and third lunch (7th grade) is at 11:29 a.m. Lunches are twenty-one minutes long. The cost of lunches is \$3.00 which includes milk. A premium meal can be purchased for \$.50 more. There are hot lunch choices each day as well as sandwiches, bagel plates, and salad plates. Ice cream may be purchased for \$.75 or \$1.00. Milk is also sold separately for \$.50. Snack time is built into the school day by team; this is decided by the teachers. We expect students to bring in healthy, nutritious snacks. Soda, caffeine drinks and/or glass bottles/containers are not permitted at school at any time.

WHAT IF I FORGET MY LUNCH MONEY?

Parents/Guardians may pre-pay their child's lunches on-line. Setting up an on-line account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to <https://www.myschoolbucks.com/>.

WHAT IF I HAVE A BALANCE ON MY LUNCH ACCOUNT AT THE END OF THE YEAR?

If your student has a prepaid account, his/her balance at the end of the year it will carry over to the following school year. The balance will stay with each student even if he/she changes schools within the Franklin district. If you move out of the Franklin district a refund cannot be issued. A transfer can be made to the sibling of a student who moves out of the Franklin Public Schools, (i.e. a senior who is graduating balance may be transferred to a younger sibling still in the district).

WHAT IF I WANT TO BRING A BEVERAGE TO SCHOOL?

Students are permitted to bring in clear, plastic water bottles or the insulated eco-friendly water bottles to school and may carry them during the day. Staying hydrated is important to the learning process. Students may also bring in a juice drink for snack time which is an arranged time during the day and is organized by academic team. Glass bottles of any kind are not permitted. Students are not allowed to bring in pre-made drinks of any kind, e.g. smoothies, coffee drinks etc. Red Bull, Amp, Monster, etc. and other such caffeine drinks, are also not permitted. Caffeine drinks are not healthy for young adolescents. Drinking caffeinated beverages has been associated with difficulty sleeping, feeling tired in the morning, dehydration and headaches.

WHAT IF I LOSE A BOOK, MY JACKET OR A PERSONAL ITEM?

Lost items are usually turned in to the Main Office, Nurse's Office and/or PE offices. Whenever a student loses any personal property or books he/she should check at the Office to see if the article has been turned in.

WHAT IF I WANT TO TAKE A BUS TO MY FRIEND'S HOUSE?

Only students with bus passes are eligible to ride the bus. Due to space issues, students are only permitted to ride their assigned bus, and will not be allowed to switch busses.

WHAT IF I SKATEBOARD TO SCHOOL?

If a student skateboards to school he/she will be allowed to store the skateboard at the school in the designated storage area during the school day. Students will be able to pick up the skateboards at the end of the school day. All students must carry the skateboard upon entering the Annie Sullivan driveway. The school accepts no responsibility for lost or stolen skateboards. Students are not permitted to skateboard on school property at any time, even if school is not in session. Massachusetts General Law c. 85 s. 11B ½ requires that all children 16 years and younger wear a safety helmet for in-line skates, skateboards or non-motorized scooters.

WHAT IF I RIDE MY BICYCLE TO SCHOOL?

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot. All bicycles should be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles. Massachusetts General Law c. 85 s. 11B now requires that children 16 years and younger wear safety helmets while operating or riding as a passenger on bicycles.

WHAT IF I GET SICK OR INJURED DURING SCHOOL?

Students should ask a teacher for permission to see the school nurse immediately. If a student is feeling dizzy the student will be escorted to the nurse's office. The nurse will decide if there is a need to leave school or to seek further medical attention. Students should not make arrangements directly with parents via texting or phone calls. In these cases, parents/guardians will be notified. The nurse will arrange to have the student picked up from school if it is necessary for the student to go home. If the nurse sends a student home from school that absence from school is considered an excused medical day.

WHAT IF I NEED TO BE EXCUSED FROM PHYSICAL EDUCATION CLASS?

In order to be excused from participating in physical education, a student must present a statement with inclusive dates from his/her physician. Statements are kept on file in the health office and reported to the Physical Education Department.

WHAT IF I WANT TO BRING A CELL PHONE OR MOBILE DEVICE TO SCHOOL?

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone usage were to occur discipline will be progressive. School administrators may check the content of cell phones if there is a reasonable suspicion that school rules have been violated. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

WHAT IF I WANT TO TAKE A PICTURE WITH MY CELL PHONE OR MOBILE DEVICE AT SCHOOL OR AT A SCHOOL SPONSORED EVENT?

Taking pictures with a cell phone or camera is not permitted by students at school or a school sponsored event. Teachers have school issued cameras to take pictures of special events and/or special class projects. Picture taking with cameras, and cell phones, will be allowed at the eighth grade Step Up Ceremony and the eighth grade field day. This is the only exception to this rule.

WHAT ELECTRONIC DEVICES ARE ACCEPTABLE TO BRING TO SCHOOL, E.G.: KINDLES, NOOKS, OR OTHER E-READERS, I-PADS, I-PODS, I-TOUCH, MP3 PLAYERS, HAND-HELD VIDEO GAMES, ETC?

Electronic devices (I-Pods, I-Pads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate usage were to occur discipline will be progressive, unless circumstances warrant otherwise.

WHAT IF I AM ASSIGNED A DETENTION?

A teacher, the Assistant Principal, or the Principal may assign a classroom detention. The Assistant Principal or Principal may also assign an Office or Lunch Detention. Detentions are assigned because of failure to follow school rules, misbehavior, lack of respect, repeatedly coming to class unprepared, tardies, gum chewing, etc. Students will serve or stay for the detention on the day the teacher, the Assistant Principal, or the Principal assigns.

WHAT IF I WANT TO DECORATE MY LOCKER OR A FRIEND'S LOCKER WITH BALLOONS OR POSTERS?

Nothing is to be attached or affixed to the outside of lockers. Magnets are the only acceptable method of attaching anything to the inside of the lockers. No locker is to be written on or defaced in any manner. Latex balloons are not allowed in school due to the potential risk to students and staff who have latex allergies.

WHAT DO I USE TO COVER MY TEXTBOOKS?

Textbooks must be covered at all times as covers protect them from damage. Students may use grocery store bags or book socks to cover textbooks. Book socks that are too small for the textbook are not to be used as they damage the books and students will be held accountable for said damage. Contact paper or adhesive paper is not to be used as they permanently damage the books. Students will be held accountable for any damage to a textbook.

WHAT IF I LOSE OR DAMAGE SCHOOL TEXTBOOKS, LIBRARY BOOKS OR SCHOOL SUPPLIES, E.G. CALCULATOR, SCHOOL OWNED MUSICAL INSTRUMENT/SUPPLY, AGENDA BOOKS, ETC?

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student

is allowed to participate in in-school or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, Go Girls, concerts, special assemblies, Eighth Grade Ceremony, Eighth Grade Celebration, Eighth Grade Breakfast, field trips etc.).

WHAT IF I WANT TO GREET MY FRIEND?

A common greeting among students at Annie Sullivan is to high five one another or to give a friendly pat on the back. This is acceptable behavior at Annie Sullivan when done respectfully and does not disrupt or interfere with the school day. However, giving high fives, slapping, or “five starring” (leaving an imprint of fingerprints on someone’s back) is not acceptable when done to cause harm to another student. Giving high fives during the day and during passing time should not be so loud as to disrupt or make students late to class. At no time is hugging among or between students to be used as a common greeting during the school day.

WHAT IF I HAVE TO CALL HOME DURING THE SCHOOL DAY TO MAKE AFTER SCHOOL PLANS?

We strongly recommend students make after school plans in advance of the start of the school day, e.g. the day/night before. This will help students to better manage their time. **If the occasion arises where calling home becomes necessary, students will only be permitted to use classroom phones at the end of FLEX, at the discretion of the teacher.** Students may use the phone in the Main Office at the discretion of the Secretaries. According to school policy, teachers must dial the phones for students when calling from the classroom to avoid any misdialing.

WHAT IF I WANT TO SIGN A YEARBOOK?

It is a tradition at Annie Sullivan Middle School to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that he/she is proud to share with family and friends now and in the future.

ANNIE SULLIVAN MIDDLE SCHOOL TRADITIONS POLICIES, RULES AND PROCEDURES

AGENDA BOOKS

Every student at Annie Sullivan receives an Agenda book. These books are provided because we believe that they serve as excellent organizational tools for our students. In addition, these books contain lessons that are taught throughout the year. Learning how to keep notes about important upcoming projects, tests and quizzes as well as recording day to day homework are important organizational skills that need to be practiced and followed consistently. We require that students treat these agenda books as they do textbooks or other school materials or supplies. Defacing, marring, scratching out previously recorded assignments or ripping these books is not acceptable. If an agenda book is damaged students are responsible for the \$5.00 replacement cost.

BACKPACKS/BOOK BAGS

Backpacks or book bags are to be left in lockers during the course of the school day. Students will have the opportunity to access their book bags and other books during locker breaks throughout the day. However, these breaks will be scheduled and enforced as an important part of the middle school years is learning how to plan and prepare for the next class.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all students at ASMS, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extra-curricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up his/her child up on days of inclement weather, he/she must join the student pick up line.

After School Pick-Up

Students will be released from clubs/activities, extra help or detention at 3:10 p.m. All students must be picked up at this time. In order that the after school activity is not disrupted parents/guardians must wait for their children to exit the building. Please follow the guidelines for car pick up that have been established for after school parent pick up. The secretary will not call into the classroom to dismiss a student.

EVENING ACTIVITIES

Student Council and other groups sponsor evening activities each year for students at Annie Sullivan Middle School. Students who attend school sponsored activities must observe the following rules:

1. Students will not be allowed into the building until the start time and should not arrive prior to that time. Students will not be admitted one half hour after the start time unless accompanied by a parent/guardian into the building.
2. Activities and events other than District-wide concerts are for Annie Sullivan Middle School students only.
3. Clothing should be neat, clean, and follow the Dress Code as described in this Handbook.
4. Students must remain until the conclusion of the activity unless a parent/guardian comes into the school to pick up the student(s).
5. Students are not permitted to walk home from evening activities.
6. Students should arrange for transportation home without the need to use a school telephone.
7. Students must be present in school until 11:00 a.m. in order to attend the activity.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the Annie Sullivan Middle School and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Students who are not enrolled in the Annie Sullivan Middle School may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

GUIDANCE

The Middle School Adjustment Counselor and School Psychologist are available to students to assist them in making good decisions, to access the curriculum and to be successful at school. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Adjustment Counselor and School Psychologist are available for conferences with students during the school day.

GUM CHEWING

Careless disposal of gum in drinking fountains, on furniture and floors has presented sanitation and cleaning problems as well as costly repairs and is not acceptable. Additionally, gum chewing can interfere with classroom activities such as oral presentations, classroom discussions or oral responses. Therefore, gum chewing is **not permitted** at any time. Strict enforcement of this rule will be adhered to by all ASMS staff. If continued violation of gum chewing were to occur discipline will be progressive.

It is important to note that in the 2005 -2006 school year the Student Council introduced a gum chewing initiative that failed because of the lack of full adherence to the rules as set forth by the students. Therefore, gum chewing is no longer allowed at Annie Sullivan Middle School. Students may use life savers in moderation and are asked not to bring in super-size bags.

HOMEROOM

School begins at 7:20 AM with the first period class. Attendance is taken in the first period of the day and then opening exercises are conducted. Homeroom periods are held on an as-needed basis. Homerooms are organized by the FLEX period class on the academic teams/clusters. Important flyers and information is given out either in homerooms or Advisor/Advisee.

HOMEWORK

Homework is valued by teachers and is part of a student's academic grade. We believe that homework is an important component of the academic program and the learning process. Students are required to use the agenda book provided by the school as teachers use this book to help teach students organizational skills. Students are responsible to make up any missed homework as directed by the individual classroom teacher and Team. Homework is factored into a student's grade and is an important component of classwork.

LOGO (HISTORY OF LOGO)

During the 2005-2006 school year, the Annie Sullivan Logo was designed. Interested students were asked to participate in a contest to draw a logo that incorporated the four components of our Mission Statement: Personal Growth, Academic Standards, Culture and Community. Four student designs were chosen and combined to create the Logo. With the help of Art teacher, Mrs. Guarino and parent, Mrs. Payne, our newly minted Logo became official. Students Sarah Cordeiro, Sean Mahan, Patrick McCarthy and Alexandra Zollo all contributed one section of the final design. Our Logo now serves as an enduring symbol of our desire to achieve and reach higher and higher for our goals.

MAKE-UP WORK

Students are responsible for getting make-up work for assignments missed due to an absence related to illness. Before returning to school, students should check the school website for missed homework. Emails can also be sent to the team of teachers requesting homework assignments be left in the Main Office if the absence is prolonged. Assignments are to be completed and turned in within one day if absent one day, two days if absent two days, etc., or by arrangement with the teacher.

MASCOT (HISTORY OF MASCOT)

The 2013 Student Council embarked on a process to determine a mascot for Annie Sullivan Middle School. With the help of their faculty advisors Ms. Perri, Mr. Anthony and Mr. Williams, the Student Council developed a contest with clearly stated criteria and a process for narrowing down the over sixty entries. The Student Council selected ten finalists and then opened up the voting to the entire student body and staff. When the voting was completed, the Husky was the overwhelming choice. Part of the contest included explaining why the Husky would be the best mascot for Annie Sullivan. Alex Chitarra wrote, "A Husky would be a good mascot for Annie Sullivan because they are hardworking animals like we are students. They work with each other to complete a goal using each other's strengths, like pulling a dog sled, much like what we do in class, working together to solve problems. Huskies are naturally strong, hardworking, proud, animals that are great leaders, just like we strive to be here at Annie Sullivan."

SCHOOL HOURS

School begins promptly at 7:20 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:20 a.m. We know that arriving to school on time and being ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 1:55 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. Please follow the drop off and pick up procedures as outlined below.

If you are dropping off or picking your child up by car for safety sake:

Please follow the traffic pattern for student drop off and pick up by car. Cars need to line up along the driveway. Students should not exit or enter a vehicle unless it is front of the building. Students should exit

vehicles on the right hand side next to the building. Please do not drop your student off in the lower parking lot or teacher parking lots or on the hill.

Please be aware that cars should not block traffic on Lincoln Street and should loop around in the lower parking lot as the line of cars grows. Please be courteous and allow the next car in line from the lower lot to re-enter the driveway. **Please trust that this system works when everyone follows the rules and is indeed the safest and most efficient system. We have worked carefully with the Franklin Police Department to develop this traffic plan.**

ANNIE SULLIVAN POSITIVE RECOGNITION PROGRAMS

MISSION CARDS

This program is an opportunity for the students and staff to live the mission of ASMS. It recognizes students for their efforts, positive attitude, hard work, academic and/or personal success, as well as positive contributions to their community. This program is directly linked to the Annie Sullivan Mission Statement which can be found on page 4 of this Handbook.

Mission Cards are earned when a student has demonstrated that he/she has realized success in one of the aforementioned areas. A brochure that contains forty-two plus examples of ways students can earn these recognitions is distributed at the beginning of the school year. One of the overarching goals of this program is to demonstrate to students that effort, hard work and attitude do matter!

A student who earns a “Mission Card in one of the four areas: Personal Growth, Academic Standards, Culture and Community will place their card(s) in the appropriate fishbowl in the Main Office and are then eligible for a free movie ticket given monthly. Five names in each grade level fishbowl are drawn randomly each month.

This recognition program was established in 2006 and has been proven to be very successful and an important part of the day to day life at Annie Sullivan.

MONTHLY TEAM AWARDS

Each month during the school year students and teachers on each team nominate one boy and one girl from the team who best exemplifies the attribute of that month. The attributes are derived from the individual for whom the team is named. This is another example of the ways we continually strive to recognize students for the positive things that they do. An example of some of the attributes that are recognized are *Positive Attitude, Open-Minded, Respect, Self-Improvement, Work Ethic, Academic Excellence, Self-Motivated Citizenship, Humility, Generosity, Optimistic, Curious, Perseverant, Reflective, Compassionate, Responsible, Well Rounded, etc.* Each student receives a Team certificate on the day the award is given.

RACHEL SCOTT AWARD

This award is to be given to a boy and girl from each grade, at the end of each year. The Rachel’s Challenge program was founded by Darrell Scott, father of Rachel Joy Scott. Rachel was the first victim to be killed in the Columbine High School tragedy on April 20, 1999. The mission of Rachel’s Challenge is to inspire, equip and empower every person to create a permanent, positive culture change in his/her school and community by starting a chain reaction of kindness and compassion. The Rachel’s Challenge program is a tribute to Rachel Scott and her enduring message.

The Rachel Scott Award was developed in the 2010 – 2011 school year by students in the Friends of Rachel Club. It was designed to be an annual award given to one boy and one girl from each grade level. Students nominate one girl and one boy from each grade for this award. Teachers and administrators review all student nominations and the final decision is made by the Principal and Assistant Principal.

During her life, Rachel Scott was known as a caring, friendly and compassionate person. She had many positive attributes. The girl and boy who are nominated for the Rachel Scott award is a person who...

- Is caring, friendly and compassionate
- Displays a positive attitude
- Is respectful to all, and inclusive to all
- Serves as a positive role model to others

Each student is given a certificate and a perpetual plaque on each floor displays the recipient's names.

ANN D'AMELIO READING AWARD

The Ann D'Amelio Award was established in the spring of 2008. Ann D'Amelio was an educational assistant at ASMS and a Franklin employee for twenty-three years. Mrs. D'Amelio passed away suddenly that school year. In order to honor her memory, the Ann D'Amelio Reading Award was established to recognize two eighth grade students who shared Mrs. D'Amelio's passion for reading. The Award is announced and given at the Step Up Ceremony. A perpetual plaque with the students' names is displayed in the Library.

PRESIDENTIAL ACADEMIC EXCELLENCE AWARD

The purpose of this award is to recognize academic success in the classroom and is awarded at the end of the year to those eighth grade students who have maintained a 90% or better in all subjects all year. Student(s) receive a certificate signed by the President of the United States the Secretary of Education and the Principal. The certificate is presented at the Step Up Ceremony.

PRESIDENTIAL ACADEMIC ACHIEVEMENT AWARD

The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. Student(s) receive a certificate signed by the President of the United States, the Secretary of Education and the Principal. The certificate is presented at the Step Up Ceremony.

This award should not be compared to the President's Award for Educational Excellence or be seen as a second tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning.

This award is given at the principal's discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students.

The following are examples of criteria for which the President's Award for Educational Achievement may be presented:

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning in academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

ANNIE SULLIVAN AWARD

Purpose: To recognize two eighth grade students at the end of the eighth grade year (one male, one female) who best exemplify Annie Sullivan's (the woman for whom the school is named) qualities as well as the school's ideals and principles, as presented in the Annie Sullivan Mission Statement.

History: This Award was established in the 2006-2007 school year by a committee comprised of Student Council representatives. The Student Council believed that an award should be established to recognize two students at the end of their eighth grade year who have been exemplary role models to their peers, their school and their community. We are very proud to have this award established at Annie Sullivan Middle School and it has become a treasured and respected tradition at the Step Up Ceremony.

Qualification: After researching Annie Sullivan and the origins of the Annie Sullivan Mission Statement, it was determined that the eighth graders who would be considered for the award would exhibit the following qualities or attributes:

- Rises to challenges
- Focused
- Constructive
- Dedicated
- Role Model/Leader
- Passionate
- Ability to improve and grow
- Inclusive
- Encouraging
- Service to School and Community
- Perseverance

Process: At the Eighth Grade Step Up Ceremony, the Principal and Assistant Principal will announce the names of the recipients and award a plaque. The names of the nominees who were finalists will also be read and those individuals will be recognized at the ceremony.

FPS MIDDLE SCHOOL POLICIES, RULES AND PROCEDURES

ATTENDANCE

The Franklin Public Schools expect parents and students to make every reasonable effort to have their child/children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student. It is also a requirement of state law.

Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School Department does not encourage or condone such action. Instead, the schools uphold MA General Law, Chapter 75, Sections 1 through 47 entitled "School Attendance." This section of the General Law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200.00. School administrators work closely with the Juvenile District Courts on attendance cases that exceed state law.

With this in mind, we reaffirm the position that parents are responsible for their child/children to attend school every day that classes are in session. The practice of the School Department is not to provide advance and/or make up work when a student is absent from school due to vacation/travel. Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available.

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-553-0322). For your child's safety it is imperative that you call to document absences. If we do not hear from you, we will assume your child was sent to school and did not arrive.

Participation in after-school or evening activities will not be allowed for students absent on the day of the event. It is the responsibility of the student to make up all missed assignments, tests or quizzes. The student will have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work.

Student Absence Notification Program

If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's parents. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

Attendance Failure

Absences greater than seven (7) days in an attendance quarter are considered excessive. If a child is repeatedly absent or tardy without an acceptable excuse, the Principal may take necessary action, including retention, withholding of credit or receiving an incomplete. All absences, including absences excused by parents, will count toward the trimester absence limit.

The exceptions for the purpose of this policy are documented, excused absences for:

- Family bereavement or serious illness in the family;

- School approved field trips
- Observance of major religious holidays; Legal (with documentation from the court or lawyer)
- Medical excuse (with date specific medical documentation) for each day of absence
- Absences due to illness or doctor appointments (documentation must be provided by a physician in order for absent day to be excused)
- Absences on the day following dismissal by the school nurse

Absence from School (Calling In Procedure)

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-553-0322). For your child's safety it is imperative that you call to document absences. If we do not hear from you we will assume your child was sent to school and did not arrive.

Please leave the following information on the absence line

- Identify yourself
- Student's name
- Grade
- Date(s) of absences

Please do not leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for classroom teacher or for Solutions Personnel

When Should You Call the School Nurse about a Child with an illness?

We encourage parents/guardians to call any time they have concerns about symptoms or an illness and specifically for the following reasons:

- A new medical diagnosis, or a change in your child's health status i.e. the diagnosis of an allergy
- A newly prescribed medication
- Any change(s) in a current medication
- A serious injury, illness, or hospitalization
- A fracture, sprain, stitches, cast or need for crutches/wheelchair
- A contagious disease such as chicken pox, flu, strep throat, whooping cough (pertussis), salmonella, measles etc.
- If your child is absent for an extended period of time with atypical symptoms for a prolonged period of time do not hesitate to call the nurse to share information
- If there are any recent changes in your family that may affect your child; such as, a birth, recent loss, or sudden illness

Tardy to Class/School

It is very important that students start their school day off on the right foot and arriving late to school can negatively impact a student's day. As students grow and learn it is essential for their future success that they assume more responsibilities for their actions, choices and behaviors. Arriving to school on time is one of these responsibilities. School begins promptly at 7:20 a.m. and students must be in their first period class. If students are being driven to school they should be dropped off no later than 7:10 a.m. This allows them time to go to their lockers and get

organized for their classes. We appreciate family cooperation in this very important lifelong responsibility. If a student is to arrive late to school he/she must report to the main office to receive a late pass. If a family is experiencing difficulty getting a child to school on time please contact the office for assistance.

It is also a student's responsibility to arrive at each class on time. A student who has been detained by a teacher from the previous class must obtain a pass, or return after school to secure a pass from that teacher. Tardiness to class without a pass will result in a teacher issued detention. Abuse of this rule will result in referral to the Main Office for further discipline.

BICYCLES

All bicycles must be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles.

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot.

Ride Right! Bicycle Rules of the Road Massachusetts General Laws, C. 85, S. 11-B

- Ride on the right with the flow of traffic.
- Ride single file.
- Stop at stop signs and traffic lights.
- Signal by hand for turns.
- Give the right of way to pedestrians.
- Give a clear warning (bell, horn, voice) when needed for safety.
- Carry no passengers (except in approved baby seat).
- Check your brakes often.
- Equip your bike with front and rear reflectors, pedal reflectors and reflective material on both sides.
- Do not adjust handlebars above your shoulders or alter the front fork of the bike.
- Do not ride on express or limited access highways.
- You may ride on the sidewalk outside of a business district.
- Helmets must be worn.

BUSES

Bus Pass Implementation Procedure

Bus passes are issued to each student who is eligible to ride. Each student is expected to have his/her bus pass each day and to make sure that it is visible to the bus driver. In the event that a student forgets a bus pass in the morning, he/she will be given one day's grace. If he/she does not have a pass the next day he/she will not be allowed to board the bus. In the event that a student loses a pass, there are temporary bus passes in the Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a \$5.00 charge for a replacement bus pass.

School Bus Rules and Regulations

- Students being transported are under the authority of the bus driver. The driver and students are subject to all School Department policies and regulations.
- Students shall be on time for the bus both morning and afternoon. The driver is not required to wait beyond the scheduled departure time.
- Students shall cross the road in front of the bus.

- Students are to board and to get off the bus at the school and the bus stop to which they are assigned. Except in emergency situations, with prior approval from the Principal or Assistant Principal, students will not be given permission to ride on a bus to which they are not assigned.
- Students will be dropped off and picked up at their designated bus stops only.
- Middle school students will not be allowed to ride the elementary school buses. Any exceptions will be handled by the Principals involved.
- All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
- While awaiting the arrival of the bus, students must remain well back from the road, in an orderly fashion.
- The bus driver has full authority to assign seats to individual students if the driver feels it is in the interest of safety and/or good conduct.
- No pets or animals will be allowed on the bus.
- The bus driver has the authority to summon the police or school administration in a situation which threatens the safety of students.
- Students shall not extend their hands, arms or heads through the bus windows and will not open any window without permission of the driver.
- Nothing shall be thrown out of the bus.
- Roughhousing is prohibited.
- Students will converse in a normal tone. Loud or vulgar language, and/or shouting are prohibited.
- Students shall be courteous to the driver, to fellow students, to pedestrians, and to passengers or drivers of other vehicles on the road.
- Students will enter the bus in an orderly fashion and go directly to a seat. Students will remain seated until the destination is reached unless instructed otherwise by the driver.
- There shall be no littering or defacing of the buses. Vandalism of any type will require restitution and suspension from school.
- Use, possession or sale of drugs or alcohol on the bus is forbidden and would result in suspension or expulsion from school.
- The emergency door must be used for emergencies only. Students shall not touch any safety equipment on the bus.
- Video cameras may be present on the bus to ensure the safety and security of students.

It is essential that all Students cooperate with the bus driver for everyone's safety. Bus rules will be strictly enforced as the bus is considered an extension of the school. The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the Students. In the event of a discipline problem with a student, the driver will deliver the student to his or her destination and then notify the principal.

Any violation of the aforementioned rules and regulations may result in the suspension of bus privileges, permanent removal from the bus and/or suspension from school.

CAFÉ/DINING HALL

The lunch period affords students the opportunity to socialize and enjoy time with their classmates. To ensure that this time is beneficial to all students, the following guidelines have been established:

- Students are to line up and wait their turn to be served. Cutting in lunch lines is not permitted.
- Students are asked to help keep the Cafetorium clean by cleaning up any mess on the table and floor area around where they ate.
- Students must properly dispose of papers and other trash in the proper receptacle.
- No soda, caffeine drinks or glass bottles are permitted at school at any time.
- All students seated at a table are responsible for the cleanliness of that table.
- Students are to follow the directions of the lunch room supervisors.
- Students are not to throw anything at any time in the lunch room.
- Students are not allowed to take food or drink from the Cafetorium.
- Upon completion of their meal and after they have returned their trays, students may use the lavatories nearest the Cafetorium after receiving the lunchroom supervisor's permission.

- Students will be dismissed by table at the end of the period, at the discretion of the lunchroom supervisor. When weather permits, students may go outside to a supervised play area.
- A hot lunch or a soup and sandwich lunch may be purchased at the cost of \$3.00. This includes milk. A premium lunch can be purchased for an additional \$.50. Ice cream, cookies or chips may also be purchased at an additional charge.
- Parents/Guardians may pre-pay their child's lunches on-line. Setting up an on-line account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to <https://www.myschoolbucks.com/>.

LUNCHROOM ACCOUNTS

If your student has a prepaid account, his/her balance at the end of the year it will carry over to the following school year. The balance will stay with each student even if he/she changes schools within the Franklin district. If you move out of the Franklin district a refund cannot be issued. A transfer can be made to the sibling of a student who moves out of the Franklin Public Schools, (i.e. a senior who is graduating balance may be transferred to a younger sibling still in the district).

Charges and Uncollected Debt – Food Service

Based on guidance issued by the U.S. Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an “emergency meal”. Under no circumstances will students be denied food because they lack the funds to pay. Choices of “emergency meals” include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within the household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30th). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

FREE AND REDUCED LUNCH PROGRAM

Children from families receiving public assistance, as well as students from families with low income, may be eligible for free lunches or lunches at a reduced price. Applications may be obtained in the Main Office.

CELL PHONES

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone

usage were to occur discipline will be progressive. School administrators may check the content of cell phones if there is a reasonable suspicion that school rules have been violated. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

COMMUNICATIONS

Open and respectful communication is one of the primary goals at the Annie Sullivan Middle School. Students and parents/guardians are encouraged to keep in close communication with teachers.

Conferences are one of the many ways in which this can be accomplished. Students and parents/guardians may schedule a conference with a teacher at a mutually agreed upon time.

Parents/Guardians, students and teachers are encouraged to continue communication through email, progress reports, report cards, and voice mail. Parents/Guardians should understand that the availability of technology can increase the volume of communication to which school staff is asked to respond. Reasonable guidelines may be set by the school with respect to the timeframes and formats in which staff is expected to respond to emails and other communications.

HOME-SCHOOL PARTNERSHIP

When receiving a communication from the school, parents/guardians should keep in mind that education is a partnership involving students, his/her teacher(s) and the parents/guardians. It is natural for parents/guardians to love and support his/her child. In fact, it is that support which enables a child to face the world every day and to grow into a competent adult. Sometimes, however, that support requires parents/guardians to recognize that children make mistakes and it is through recognition of these mistakes that growth occurs.

Communication from the school comes in many different forms. School personnel may call home to commend a student for exemplary behavior or for an outstanding academic accomplishment. There are also occasions however, when school personnel will call home to inform parents/guardians that a student owes homework, broke a school rule, performed poorly on an assessment(s), was late for class, misbehaved on the bus, etc.

The following guidelines may be helpful to parents/guardians as they try to understand the situation:

- When parents/guardians and the school work collaboratively and respectfully on an issue it is less likely to happen again.
- The school professionals wish to collaborate with parents/guardians in order to help each student to feel safe, and to realize success.
- If the news is upsetting or catches parent/guardian off guard, he/she can tell the school professional that he/she would like time to think about the issue. A time should be set to call back or to make an appointment for a meeting (except in the case of a suspension).
- When discussing the issue with the school professionals, parents/guardians should listen carefully and ask clarifying questions.
- Understand that the school professionals know that students make mistakes. Their ultimate goal is to help each student learn from his/her mistakes.
- Students at this age expect consequences for their behavior and are confused when they are not forthcoming.
- When discussing the situation with his/her child, the parents/guardians should listen to how he/she is making sense of the issue; help him/her to gain perspective and articulate what he/she has learned.

COURTESY CODE

Middle School students are expected to conduct themselves at all times in a manner that will bring credit to and reflect positively upon themselves and their School. Rules of common courtesy are to be exercised with other students, school personnel, substitute teachers, and visitors to the school. Special note is made of the need for courtesy at school-sponsored activities such as field trips, field days, assemblies, athletic events, and theatrical performances. Respect for the feelings of a student's classmates must be a top priority. Violations of the Courtesy Code will result in appropriate action taken by the Assistant Principal or the Principal as described in the Handbook. Additionally, students may also be excluded from future extra-curricular activities if their behaviors have presented a problem at previous events.

CODE OF CONDUCT

The Code of Conduct guides our actions and words. All students and staff deserve the opportunity to work and learn in an environment of respect and trust. Students are responsible for knowing the school rules and understanding the importance of abiding by these rules throughout the school year, both at school and at extra-curricular activities. It is expected that the Code of Conduct and Courtesy Code will be followed by all members of the Middle School Community.

RESEPECTFUL CONDUCT

Consistent with Franklin Public Schools' Core Value of creating a school climate of civility, thoughtfulness, appreciation and approachability where students respect the dignity and diversity of all individuals and cultures, it is the expectation of the school that students will engage in respectful conduct at all times. Accordingly, the following conduct is prohibited:

- Name calling (verbal/written), teasing, mimicking, use of slurs or other derogatory remarks
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers or designs on clothing
- Phone calls, text messages, emails, and/or instant messages, or postings on any web sites (e.g. Facebook, YouTube, Twitter, Instagram, Kik, Snapchat, Ask.fm, Vine, etc.) which would embarrass, humiliate, hurt, or intimidate
- Unwanted touching a person or touching a person's clothing
- Words, pranks, or actions which would embarrass, humiliate, hurt or intimidate
- Stalking or following
- Spreading false and malicious gossip or starting rumors which would embarrass, humiliate, hurt or intimidate

Students who are experiencing difficulty with one another may be asked to sign and adhere to *The No Contact Form*. See the sample below.

NO CONTACT AGREEMENT

NAME:

DATE:

Thank you for taking the time to talk with school administrator _____ today to discuss a conflict between you and the following peer(s): _____

After reviewing the conflict with all students involved, the following No Contact rules will be put into effect for everyone involved (both sides):

- a. There will be no texting between factions
- b. No internet-based communication
- c. No phone calls
- d. No talking or other means of verbal communication
- e. No third party communication
- f. No viewing of each other's blog and/or internet postings
- g. No non-verbal communication

The school resource officer will be given the names of all students issued no contact notifications, and a parent of each student will be notified of this contact notification agreement.

Violations of this No Contact notification order should be reported to the Assistant Principal so that a further investigation can take place and school-based discipline can take effect, as appropriate, according to the student-parent handbook.

By signing this agreement, I agree to follow the No Contact rules as outlined above.

Student Signature

School Administrator

Students may be suspended for disrespectful conduct and/or harassment.

DIRECTORY INFORMATION NOTICE

The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

DISCIPLINE

There are standards of behavior that are expected of all students in school, to and from school, and during all school-related events and activities. These guidelines are meant to help our students make good decisions about school

behavior and to help them consider the consequences of any poor choices they make. It is our intent to have our rules and our consequences in place on a progressive basis. We described most, but not every, offense that may occur in school. We also identified a set of possible consequences that may result if rules are broken. The school administration reserves the right to impose different, including more significant, consequences in appropriate situations.

The Code of Conduct is based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior.

The following section of the handbook describes the progression of many offenses and their possible consequences. Questions should be directed to the Assistant Principal.

ACTION PLANS TO ADDRESS UNACCEPTABLE BEHAVIORS:

Research in adolescent development strongly notes the importance of including students in active problem solving in order to attain and maintain an environment of mutual respect. Every effort is made at all levels to help our students assume responsibility for managing their own affairs within the school setting. Staff will use a variety of research based strategies to enlist students to help resolve most classroom issues. If a problem persists, a team approach may be utilized. Teacher(s) will first conference with the student and point out the area of concern. Depending on the growing concern of the team or teacher, the parent/guardian may or may not be contacted. If the behavior or concern still persists the teacher may bring the student concern to his/her academic team meeting and teachers will brainstorm additional strategies together. Parents /Guardians may be contacted to come in for a conference at which time an action plan or success plan will be put into place. The teachers, counselors, Assistant Principal and Principal will make every effort to enlist family support to resolve issues before concerns escalate.

DETENTION (CLASSROOM/LUNCH/OFFICE)

Grounds for detention include, but are not limited to:

- Inappropriate behavior in the halls
- Inappropriate classroom behavior
- Removal from class due to disruptive behavior
- Inappropriate behavior in assemblies, on field trips, at field day, etc.
- Violation of Café/Dining Hall regulations
- Violation of bus regulations
- Inappropriate and/or repeated display(s) of affection
- Striking, tripping, or pushing another student
- Dress code violation (including wearing a hat) after a warning(s)
- Unauthorized possession of and/or use of cell phone in the building during the school day
- Possession of a laser pointer or other forbidden/inappropriate articles
- Graffiti
- Loitering on school grounds after school
- Bicycle or skateboard violations
- Throwing snowballs
- Cutting/skipping class
- Unexcused tardiness to school/class
- Failure to bring a written excuse for absence
- Repeated failure to return required forms, progress reports, tests, quizzes, etc.
- Missing homework
- Plagiarism, forgery, cheating, or other academic dishonesty
- Failure to report to classroom/lunch/office detention

- Failure to report to Office when sent by a school professional

In the event that classroom or office detentions have not significantly altered the student's behavior the Assistant Principal or Principal will assign, at his/her discretion progressive discipline, which may include, any of (but not limited to) the following consequences consistent with the code of conduct and due process principles:

- One or more detentions
- Office detention
- Temporary or permanent removal from a class
- Exclusion from extracurricular school functions
- Mandatory parent/guardian visit to school or school function to remove a student
- In-school suspension
- Out-of-school suspension
- Notification of proper authorities (Franklin Police/Fire)

Grounds for Suspension

Reasons for student suspension include, but are not limited to, the following infractions of the Code of Conduct:

- Possession, and/or use, and/or being under the influence, and/or transfer, and/or sale of a controlled substance and/or alcohol before, during, or after school or at any school activity including field trips
- Possession and/or use of weapons (guns, knives, including a pen knife) on school grounds
- Possession and/or use of incendiary devices
- Possession and/or use of imploding devices or "stink bombs"
- Unauthorized use of fire extinguishers
- False alarms
- Truancy (cutting/skipping school)
- Leaving the building without permission
- Being in an unauthorized area of the school building
- Trespassing on school property
- Language that is threatening or violent in nature and that could pose a threat to the safety of the school community
- Violence or threats to another person, treating another person in a manner as to deprive the student of his/her education
- Bullying or cyberbullying
- Discrimination/harassment/sexual harassment as defined in this handbook
- Hazing as defined by Massachusetts General Laws, Chapter 269, Section 17
- Vulgar and/or offensive language and/or gestures made toward and/or in the presence of students and/or teachers
- Fighting in school, during a school function or activity (The administration shall have the latitude to determine who is at fault and the effect the incident has had on the safety of the school community due to the severity and location of the fight. The consequence will be administered accordingly)
- Vandalism or defacing school property (Restitution will be required)
- Malicious destruction of school property
- Theft, extortion, and/or gambling on school property
- Smoking at any time in school or on school grounds
- Disrespectful behavior toward any school professional or authorized visitors
- Insubordination/ Persistent non-compliant behavior
- Refusal to comply with a reasonable request from a staff member
- Any offense the school administrators deem serious

A conference with the parent/guardian and the Assistant Principal is encouraged before suspended students are allowed to return to class. This conference cannot be completed over the telephone unless waived by the Assistant Principal or Principal.

Students involved with any type of suspension will not be allowed to participate in or be present at any school related function/activity during the time of suspension.

In-School Suspension/Out of School Suspension

In-school and out of school suspensions may be assigned for any of the infractions previously listed. The severity and/or frequency of an offense will determine the length of the suspension. Students will be given the opportunity to make academic progress during periods of suspension, including the ability to make up all academic work during an in-school or out of school suspension, including tests and quizzes.

The severity and/or frequency of an offense will determine the length of the suspension. In school and out of school suspensions carry the same weight. An in school or out of school suspension is at the discretion of the Assistant Principal or Principal and consistent with due process procedures outlined on pages 94 through 102 of this handbook.

RESTORATIVE DISCIPLINE/ALTERNATIVE CONSEQUENCES

Giving back to the community by using *restorative discipline* (an opportunity provided to repair relationships by doing something for a teacher or the middle school community) may also be utilized in appropriate circumstances. Our experience shows us that a student is more likely to be successful when the family and school work together to help a student learn from mistakes and take specific actions to improve and understand that relationships can be repaired and restored. Under appropriate circumstances, the family and School Administration may determine that restorative discipline is an appropriate consequence. The decision to utilize restorative discipline in lieu of or in conjunction with other consequences is at the sole discretion of the school administration.

Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Investigative Procedures

When the school receives a complaint or information of inappropriate conduct by a student, the Assistant Principal, Principal or other designated staff member may conduct an investigation. Except in extraordinary circumstances the parents/guardians of the student(s) being investigated will not be contacted by the school until the investigation is complete.

During the course of the investigation, school personnel may talk to witnesses, and may search students, students' lockers or possessions and take other appropriate investigative steps in accordance with federal and state laws. The student(s) being investigated may be removed from class for all or part of the school day during the investigation, as appropriate.

Suspension of Students with Disabilities

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than ten (10) school days (or less if the removals constitute a pattern). Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year). Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim alternate educational setting () for up to forty-five (45) school days. Your child may remain in this interim alternate setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than ten (10) school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student’s disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district’s failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then you child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and Section 504 Plan and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school’s code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim alternate educational setting () for up to forty-five (45) school days. Your child may remain in this interim alternate setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.
- For students with Section 504 Plans, there is no automatic right to receive educational services beyond the tenth (10th) school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding ten (10) school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

DANGEROUS AND FORBIDDEN ARTICLES

Inappropriate personal items such as wallet chains, beepers, dice, playing cards, laser pointers etc. may not be brought onto school property and will be turned into the Main Office. In addition, students cannot bring aerosol cans or "white out" in any form onto school property. These items will also be taken and sent to the Main Office. These items will not be returned.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all middle school students, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extra-curricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up his/her child up on days of inclement weather, he/she must join the student pick up line.

DRESS CODE

Appropriate dress is required to maintain safety and to ensure that there is no disruption to the educational process in all middle schools. Apparel deemed vulgar, provocative, or which advertises/advocates the use of alcohol, drugs and/or tobacco products is unacceptable and inconsistent with a safe, and orderly educational environment. In addition, clothing or jewelry that is disruptive to the educational process (e.g. low-cut pants, low necklines, shirts exposing midriffs, short skirts or shorts) is not acceptable in school.

The rules are as follows:

- No undergarments should be visible
- No bare midriffs (back and/or stomach cannot be exposed)
- No halter-tops, tube-tops, camisoles, low-cut necklines (height of blouse or shirts is appropriate when measured at the top of the arm-pit and no lower) and no underwear-type tank tops
- No skirts that are shorter than eight inches above the knees (measured from the middle of the knee)
- No shorts that are shorter than ten inches above the knee (measured from the middle of the knee)
- No apparel should be worn that inappropriately leave parts of the body exposed. This may include short shorts/skirts, tights, and pants with excessive rips/holes
- Yoga pants, stretch pants, and/or leggings may be worn when the top worn with them meets the top of the leg in the front and back

- No clothing with logos that promote the use/sale of drugs, alcohol, and/or tobacco products
- No clothing that discriminates, demeans or that is derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnic origin, gender, sexual orientation, stereotypes or that has sexual connotations, or sexual innuendo
- No studded wallets/belts/chains/jewelry
- No slippers or flip flops/beach shoes (shoes that are easily bendable, able to be folded or that may be penetrated by a dangerous object such as a nail or tack)
- No pajamas or flannel loungewear will be worn
- No hats or bandanas of any kind will be worn in classes but may be worn to school and removed upon entering the building and placed in the locker until dismissal
- No outside clothing such as a winter jacket will be worn during classes
- No jewelry will be worn during physical education classes (e.g. rings, bracelets, necklaces, earrings, watches and nose-rings)

ELECTRONIC DEVICES

Electronic devices (I-Pods, I-Pads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned, if continued violation of inappropriate usage were to occur discipline will be progressive.

EMERGENCY CARD

An emergency information card is distributed at the beginning of each school year. The information provided on this card by the parent/guardian will assist the school nurse and other school personnel to respond appropriately when medical or school-related emergencies occur.

FIRE OR EMERGENCY CALLS

When the fire alarm sounds, every adult and student in the school is expected to respond. Students are to pass quickly and quietly to the nearest exit. Once outside, students are to move away from the building as directed by their teacher and wait for the signal to return to class. Emergency procedures are posted in each classroom.

GRADING/MARKS

Grades or Marks are the fundamental way we communicate with students and parents/guardians about students' progress in reaching their educational goals. It is important as a school community that we have common understanding about our grading/marking system.

Grades or Marks reflect the measure or level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Marks must be fair and accurate and based upon school wide set of criteria. Grades or Marks should reflect the level of mastery of certain standards and criteria as set by the State and the Franklin Public Schools. At Annie Sullivan Middle School grades/marks include, but are not limited to, the following data:

- classroom participation
- effort
- tests and quizzes
- classwork
- homework
- special projects and reports

Teachers will communicate their grading/marking system to students and parents/guardians at the beginning of the school year in a letter home.

Report cards are issued three times a year. Students receive a letter grade for each class using the following parameters:

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

HONOR ROLL

In order to attain the Honor Roll, a student may not have any grade lower than B - in any course or an incomplete grade.

PROGRESS REPORTS/REPORT CARDS

We have high academic expectations for each student. Communicating how a student is performing at school is an important part of the learning process. Parents are able to view their student's academic progress on Aspen, our student information program and are encouraged to do so weekly. Progress reports can also be generated at any time during the term at the request of a parent. Report cards with the final term grades are distributed at the end of each marking term. Report cards must be signed by a parent or guardian and returned to school within three days. See calendar for the days report cards are issued at the end of each term.

GUIDANCE

The Middle School Adjustment Counselor and School Psychologist are available to students to assist them in making good decisions, to access the curriculum and to be successful at school. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Guidance Counselor and School Psychologist are available for conferences with students during the school day.

HONOR CODE/ACADEMIC INTEGRITY

Honesty with oneself and others is one of the most precious qualities a person can possess. It is the goal of the middle schools to assist in the development of this attribute in all of its students. Dishonest acts such as lying, stealing, cheating, forgery, or plagiarism (copying of anyone's work including from books, articles, or the Internet) are never acceptable. Such acts will result in parent/guardian notification and appropriate consequences. The Assistant Principal or the Principal, as described in the Rules and Regulations section of this Handbook, may assess major violations. Students are expected to prepare themselves honestly for tests, homework, projects, research papers, etc. No credit will be given for work obtained through cheating (a 0 will be given). A student aiding another in cheating will be treated in a similar manner. Cheating is unethical and is a suspendable offense.

INTERNET USE/COMPUTER USE AGREEMENT

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct

- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

FRANKLIN PUBLICSCHOOLS LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/STUDENT SERVICES DIRECTOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 STREET
 FRANKLIN, MA 02038

HOMELESS LIASON

MS. DEBBIE DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
 ELL/TITLE I COORDINATOR
 PARMENTER SCHOOL
 235 WACHUSETT STREET
 FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
 ASSISTANT SUPERINTENDENT OF SCHOOLS
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038
 508-553-4819

**TITLE VI OFFICER CIVIL RIGHTS OFFICER
 HARASSMENT/GRIEVANCE**

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

TITLE IX OFFICER
MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

EDUCATOR LICENSURE
MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

LIBRARY MEDIA CENTER

The library is for student research and reading use. In order to ensure that all students may enjoy the use of the facility, the following policies have been established:

- A student is allowed to have two books checked out at a time.
- Books may be renewed for two weeks.
- All school rules must be observed in the library. Students must arrive on time and be prepared to work.
- Upon entering the library, the student is to put his/her pass on the check-out desk and sign in on the sheet provided.
- When leaving the library, the student must have his/her pass signed by the librarian.
- Reference books and magazines are to be used in the library only. They cannot be checked out.
- Gym bags and book bags are to be left at the check-out desk. They cannot be taken into the library.
- Any student who has long overdue books, more than two overdue books, or chronically misbehaves in the library may not use the library without special permission from the Librarian, Assistant Principal, or Principal.
- Full replacement cost must be made before the end of the year for any lost book or any book defaced beyond repair for participation in extracurricular activities (e.g., Field Day, Student Faculty Games, Talent Show, Yearbook signing, Eighth Grade Ceremony, Celebration, field trips etc.) will be jeopardized.

LOCKERS

Students should keep their lockers locked at all times and should not give their locker combination to any other person. Students are expected to store their material in the locker assigned to them and should plan to take books with them for several classes so that it will not be necessary for them to go to their locker each period. Student lockers will be checked for neatness, cleanliness, and inappropriate posters and/ or pictures attached to the inside of lockers. Magnets are the only acceptable method of attaching anything to the inside of lockers. Nothing is to be attached or affixed to the outside of the locker.

Lockers are provided for the convenience of students and students should not have an expectation of privacy in their school lockers. The school is not responsible for thefts from lockers and reserves the right to search lockers.

Gym Lockers

Each student is issued an individual locker for physical education equipment. There is no charge for these lockers, but students are expected to keep their lockers in good condition. In the case of the athletic lockers, the padlock must be returned at the close of the school year or a charge of \$5.00 will be made. Full replacement cost must be made before the end of the year for the padlock for participation in extracurricular activities (e.g., Field Day, Talent Show, Video Year Book Presentation, Eighth Grade Celebration, field trips etc.) could be jeopardized.

NOTE TO PARENTS/GUARDIANS

A minor student may be seen by school health/mental health professionals (e.g. school nurse, counselor, or school psychologist) and/or building administrators (e.g., principal, assistant principal) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents/Guardians should also be advised that district school psychologists, district school behaviorist specialists and adjustment counselors routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent, for such involvement in student support.

NURSE/HEALTH/SAFETY

Franklin school nurses are integral members of the educational team who assist children and youth to develop to their full potential. A comprehensive school health program includes delivery of health services and health education which directly contributes to the student's education as well as the health of the family and community.

A school nurse is available for parents/guardians and children at the school on a daily basis. Students who are ill or injured are urged to tell a school professional immediately. They should not allow a minor problem to become a major one by not bringing it to the attention of a school professional. In the event of serious injury or illness at school, the school nurse will provide immediate first aid. If follow-up care is needed, or if the child cannot remain at school, the parents/guardians will be notified.

Student Illness

Students may arrange for an appointment with the nurse to discuss any health problem. Excluding emergency situations, students are requested to have a pass from a teacher in order to report to the nurse's office.

If a student becomes ill and must be dismissed, the school nurse will notify his/her parent/guardian. A parent/guardian or his/her delegate will be expected to transport the ill student home. If the nurse sends a student home from school that absence from school is considered an excused medical day.

Medication

The policy of the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR, 210.000 Regulations Governing the Administration of Prescription Medications in Public and Private Schools is that medication is not to be dispensed without a written order from a licensed prescriber as described in 105CMR210:002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

All medications will be stored in a locked cabinet or when required in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an RN (including on field trips). Students may self-administer inhalers (for asthma), prescription enzyme supplements (for cystic fibrosis) or glucose monitoring test and insulin delivery system (for diabetes) pursuant to state regulations and school policies and protocols and only after approval of the school nurse.

Medication may be retrieved by the parent/guardian at any time and the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Medical Waiver

In order for a student to be granted a medical excuse from any course(s), including physical education, a doctor's certificate designating the length of time and the reasons must be given to the school nurse.

Immunization

The School Immunization Law, Chapter 75, Section 15 of the General Laws states: no child shall be admitted to school except as hereinafter provided: The provisions are: A physician's certificate listing immunizations given and/or the diseases the child has had; a physician's certificate stating immunization is contraindicated for health reasons, or a parent's/guardian's statement that immunization conflicts with religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps and rubella (German measles). Principals are responsible for refusing school admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Un-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as in compliance with the law. However, all immunizations must be complete for admission to kindergarten.

In addition, the Massachusetts Department of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective September 1996 a second dose of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1992. A Td (tetanus/diphtheria) booster is required in grades 10-12.

Physical Examination

State law requires that all students present evidence of a physician's physical examination during their seventh grade year.

Communicable Diseases

A student showing signs of ill health or of being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse.

Parent/Guardian help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis (pink eye), strep infections and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom-free for 24 hours.

Pediculosis

As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice). The link to the policy: <http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. School nurses will screen any

student who exhibits signs/symptoms of head lice. Students who are found to have live lice or nits will not be sent home from school. Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. Informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate. Students will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Students do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their student's head after treatment. The presence of nits will not prevent a student from returning to school. Parents will be instructed to check their student's head on a regular basis to confirm treatment success or failure.

Screenings

All students in grade 7 are screened for vision and hearing. Parents/Guardians of those students failing to pass either of these screenings will be notified. It then becomes the parent's/guardian's responsibility to see that proper professional follow-up is completed.

Postural Screening

Postural screening will be conducted in the Franklin School System on all students in grades 5 through 9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided, stating that the postural screening has been completed during the academic year starting in June.

Initial screening will be conducted in PE classes in late February into March by the nurse or the physical education staff who have been trained to conduct these screenings. All students with questionable findings will be referred to the school nurse. Re-screens will be completed by the nurse after which recommendations will be made.

Since this is a health concern that is likely to develop during the adolescent years of rapid growth, it is important to be assessed annually. This screening is usually done during a physician's annual exam, and it must be specifically noted by the physician, such as "postural screening negative" or "scoliosis negative."

PERSONAL PROPERTY AND VALUABLES

Students are strongly discouraged from bringing excess money or valuable items to school. Excess money or valuable items should not be stored in lockers. Under no circumstances does the Town of Franklin, the middle schools, administration or the staff assume liability for personal possessions brought to school.

PROMOTION

Grade Six students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Seven students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Eight students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

If a student fails a major subject(s) for the year, credit recovery can be obtained by enrolling in summer school. In order for the credit recovery to be considered valid the student must pass the summer course. Student enrollment is at the discretion of the Principal.

SCHOOL COUNSELING PROGRAM DESCRIPTION

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits. In our school counseling office, what is said here stays here with the following exceptions:

1. Harm to Self or Others

This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.

2. Abuse or Neglect

If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).

3. Court and other Legal Proceedings

By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. Other Issues deemed related to school struggles

The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

Signs of Suicide (SOS) Program – (Health Program)

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

To proactively address these issues, The Franklin Public Schools is offering depression awareness and suicide prevention training as part of the SOS - Signs of Suicide Prevention Program. The program has proven to be successful by encouraging students to seek help for themselves or a friend and is the only school based suicide prevention program listed by SAMHSA (Substance Abuse and Mental Health Services Administration) for its National Registry of Evidenced – Based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts. In a randomized control study, the SOS Program showed a reduction in self -reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help, if they need it

Students in grades 7 and 9 will participate in the SOS program during the 2015-2016 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available

for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you do not wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Cerce at 508-613-1660. If we do not hear from you, we will assume your child has permission to participate in this program.

SPECIAL EDUCATION:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

SECTION 504:

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to student who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers. If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the “Notice of Parent and Student Rights under Section 504”.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Director of Student Services
355 East Central St
Franklin, MA 02038

SUMMER SCHOOL

Franklin Public School students may earn credit during summer school provided:

- Administrative approval is given.
- Student has passed at least 1 term in a yearlong course.

TEACHERS’ PERSONAL ITEMS

Teachers’ desks, tables, files, cabinets, and personal property are their personal belongings and are strictly off limits to students. Students may only approach any of these items if asked to do so by a teacher. Removing any teachers’ items will be considered theft and will result in disciplinary action by the Assistant Principal or Principal as described in the Rules and Regulations section of this Handbook.

TEXTBOOKS/BOOKS/SUPPLIES

Proper care and maintenance of textbooks or reusable school supplies (e.g. calculators, locks, dictionaries, musical instrument or musical supply such as drumsticks) is mandatory. All textbooks must be covered at all times to prevent damage and unnecessary wear. Books may not be defaced, marred, thrown on the floor, or jammed with papers that will break the bindings.

You may use grocery store bags or book socks to cover books. Do not use book socks that are too small for the textbook that you are covering as they can damage the books or texts permanently. Do not use contact paper or adhesive paper to cover books or textbooks.

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, reusable school supply, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in school or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, Concerts, special assemblies, Eighth Grade Ceremony, Celebration, Eighth Grade Breakfast, field trips etc.)

VISITORS

All parents/guardians or visitors coming into the school are welcome. Visitors must sign in with the secretary in the Main Office before proceeding to any other section of the school. A pass or badge will be issued at the time of sign-in and must be returned before exiting the school. To avoid interruptions in the educational process of our students, parents/guardians or visitors are requested not to enter classrooms or meet with teachers without a prearranged appointment. Students not enrolled at Annie Sullivan Middle School will not be allowed to visit without written permission of the Assistant Principal or the Principal.

YEARBOOKS

It is a tradition at the FPS middle schools to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that he/she is proud to share with family and friends now and in the fu

FRANKLIN PUBLIC SCHOOLS DISTRICT POLICIES

This section contains School Committee policies that are applicable to students and families. The district's complete Policy Manual is located at http://franklinschool.vt-s.net/Pages/FranklinCom_Emanual/index. If you do not have access to the Internet or would prefer a paper copy of a policy, please contact the school Office.

This section is organized by policy number utilizing the following system:

A policies: Foundations and Basic Commitment Operations

B policies: Board Governance and Operations

C policies: General School Administration

D policies: Fiscal Management

E policies: Support Services

F policies: Facilities Development

G policies: Personnel

H policies: Negotiations

I policies: Instruction

J policies: Students

K policies: Community Relations

L policies: Education Agency Relation

Due Process

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon sex, race, color, religion, national origin, disability, age, gender identity or sexual orientation should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender orientation or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
 222 J.W. McCormack Post Office & Courthouse, 7th Floor
 Boston, MA 02109-4557
 (617) 223-9662

Massachusetts Department of Education
 75 Pleasant Street
 Malden, MA 02148
 (781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
 One Congress Street - 10th Floor
 Boston, MA 02114
 (617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14

File: ADC

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination	\$100

		*Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY—SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
Student Handbooks
Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10

Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICED FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

ACCEPTABLE USE FOR STUDENTS

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

File: GBAB-E1

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

Reviewed; revised; adopted 9/22/09
Reviewed; revised 8/7/12
Reviewed, Revised, Adopted 9/22/09

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
7/1/81 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed**

- **or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

1. All field trips contribute to the students' access to state and local curriculum standards;
2. All field trips have advance approval of the Superintendent or his/her designee;
3. All students have the prior permission of the parent/guardian for field trips;
4. The field trips are properly supervised by staff and parent/guardian volunteers;
5. All students are provided with full and equal opportunity for participation in field trips; and
6. Safety protocols are established and observed on field trips;
7. All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips

JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.
Adopted by School Committee 2/28/12

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- A. The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- B. As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3
Adopted by School Committee: 10/23/12

SCHOOL ADMISSION/RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Evidence of Residency

Record of recent mortgage payment and/or property tax bill.

Copy of Lease *and* record of recent rental payment

Landlord Affidavit *and* recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

Column B

Evidence of Identification (Photo ID)

Valid Driver's License

Valid MA Photo ID Card

Passport

Other Government issued Photo ID

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency

investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- b. Tuition paying students, as permitted by law;
- c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin.

3. Dwellings that are intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section
Reviewed, revised 2/7/12

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

1. Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve

the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.

2. If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

File: JICF

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and

updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal’s decision to the Superintendent and the Superintendent’s decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual

orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.

- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

State Concussion Law Requirements:

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student athletes and their parents, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

Parents and student-athletes who plan to participate in any sports program at the Franklin Public Schools must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law.

The first online course option is offered through the National Federation of High School Coaches. You will need to click the "order here" button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes:

<http://www.nfhslern.com/electiveDetail.aspx?courseID=15000>

The second online course option is offered through the Centers for Disease Control and Prevention at: http://www.cdc.gov/concussion/HeadsUp/online_training.html

The district's Head Injury-Concussion Policy and required forms can be found on the Franklin Public School's Website at <http://www.franklin.ma.us>.

This information can also be found at the high school website under the Athletic Department Tab at <http://franklinhigh.vt-s.net>.

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)
Adopted by School Committee 7/12/11

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetnus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

1. A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
2. A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of

interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55
Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with Massachusetts State regulations as identified below. These regulations apply to “foods and beverages sold up to 30 minutes before the beginning of the school day or 30 minutes after the school day” All foods and beverages sold through vending machines must comply with these standards at all times. Competitive foods are defined as foods and beverages provided in:

1. School cafeterias, offered as a la carte items

2. School buildings, including classrooms and hallways
3. School stores
4. School snack bars
5. Vending machines
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered 30 minutes before the beginning of the school day until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are encouraged to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the Massachusetts School Nutrition Regulations for Competitive Foods and Beverages Table below for the standards.

MA School Nutrition Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> ▪ Must be 100% fruit or vegetable juice with no added sugar ▪ Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> ▪ Must be low-fat (1% or less) or fat-free ▪ Portion size limited to 8 ounce serving ▪ Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013. ▪ Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none"> ▪ No added sugar, sweeteners, or artificial sweeteners ▪ May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> ▪ Foods shall not exceed 200 calories per item ▪ A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable

Fat	<ul style="list-style-type: none"> ▪ No more than 35% of calories from fat* ▪ No more than 10% of calories from saturated fat* ▪ No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> ▪ No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> ▪ Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> ▪ All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredient statement)
Foods and Beverages	
<ul style="list-style-type: none"> ▪ No food or beverage shall contain more than trace amounts of caffeine ▪ No food or beverage shall contain artificial sweeteners ▪ Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> ▪ Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines ▪ Fryolators cannot be used to prepare competitive foods ▪ Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements ▪ Drinking water must be available to all students at no cost during the school day. 	

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers

are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students are allowed to select $\frac{1}{2}$ cup fruit under OVS

Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
- In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.

- In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
- In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.

In grades K-12 students shall have access to valid and useful health information and instructional materials.

In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom

Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Communiten

Friends of Rachel

Bullying Prevention Club

DARE Program

SADD

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies

serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to

the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.

6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency: "No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."
9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

**MANAGING LIFE –THREATENING FOOD ALLERGIES
IN THE EDUCATIONAL ENVIRONMENT**

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLCDD-E

**PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING
FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS**

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - b. The signs and symptoms of anaphylaxis.
 - c. The correct use of an Epi-pen.
 - d. Specific steps to follow in the event of an emergency.
4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.
5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.

12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

1. School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
3. Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
4. The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
5. Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
6. Notify staff the locations of Epi-pens in the school.
7. A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

1. Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
2. Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
3. Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
4. In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
5. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
6. The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
7. Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Emergency protocol will be in place in the event the nurse is not in the building.
10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
11. Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

1. Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
2. Leave information in an organized, prominent and accessible format for substitute teacher.
3. Participate in in-service training for students with life-threatening allergies
4. The teacher will implement the Individual Health Care Plan as necessary in the classroom.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
6. Advise parents of any school related activity that requires the use of food in advance of the project or activity
7. Limit use of food for instructional lessons.

8. Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Supply cleaning materials for washing and sanitizing tables as per district protocol.
2. Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
3. Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy. The school bus drivers shall have the following responsibilities:

1. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
2. Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

1. The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - a. Before or after school activity instructors
 - b. Coaches
 - c. Solutions Personnel
 - d. Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult.
2. An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
3. Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

1. Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
2. Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
3. Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
3. May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms
6. Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
7. Encourage your child to wash hands before and after handling food.
8. Teach your child to
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as he/she feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate.
 - e. Not share snacks, lunches, or drinks.
 - f. Understand the importance of hand washing before and after eating.
 - g. Report teasing an/or bullying that may relate to the child's disability.
 - h. Take as much responsibility as possible for his/her own safety.
9. As children get older, teach them to:
 - a. Communicate the seriousness of the allergy.
 - b. Communicate symptoms as they appear.
 - c. Read labels.
 - d. Administer own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
11. Provide the school with the licensed provider's statement if the student no longer has food allergies.
12. Go on field trips and out-of-school activities with your child, whenever possible.
13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Do not trade or share food.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
6. Take more responsibility for your food allergies as you get older.
7. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected.

The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy
 LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34A,B,D,E, **H**
 Board of Education Student Record Regulations adopted 2/1077,
 June 1995 **as amended June 2002.**
 603 CMR: Dept. Of Education 23:00 through 23:12 also
 Mass. Dept. Of Education publication Student Records; Questions,
 Answers and Guidelines, Sept. 1995
 CROSS REF.: KDB, Publics' Right to Know
 Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 s.34F which directs that " the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with

or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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.

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 the 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.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.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 based on a threat to the safety of the student or to the custodial parent, or
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 - 3. The parent's access to the student or to the custodial parent 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
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
 - 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- (c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (d) Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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 the address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to G.L.

c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
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603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995
CROSS RES: KDB, Public's Right to Know
Reviewed; no revisions 8/7/12

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students' records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 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 based on a threat to the safety of the student or to the custodial parent, or
 - 2. The parent has been denied visitation or has been ordered supervised visitation, or
 - 3. The parent's access to the student or to the custodial parent 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
- 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 604 CMR 23.00.

- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school

records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school MUST ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/13

DUE PROCESS FOR STUDENT DISCIPLINE

Respect is at the heart of Franklin Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Franklin Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Franklin Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include

the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Franklin Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin Public Schools is limited to students who are currently enrolled in and attending Franklin Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

SUSPENSIONS

The Franklin Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The

notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:

1. the rights set forth in 603 CMR 53.08(3)(b) ; and

2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee 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 (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent 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.
- (d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her

discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or his/her designee shall provide the parent, 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.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent 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. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent 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 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.

(d) 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 Appeal Hearing:

(1) 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.

(2) The student or parent shall file a 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar 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.

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

(4) The superintendent shall make a good faith effort to include the parent 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 and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) 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.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

LONG-TERM SUSPENSION/EXPULSION PROCEDURES FOR SPECIAL CIRCUMSTANCES:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
2. 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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or

adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress

toward meeting state and local requirements, through the school-wide education service plan. A description of the school-wide education service plan is provided below.

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

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 355 East Central Street, Franklin, MA

FRANKLIN MIDDLE SCHOOLS ASMS, HMMS AND RMS



RESPONSE TO BULLYING AND CYBERBULLYING: PREVENTION AND ACTION

Franklin Middle Schools Bullying Prevention Vision, Mission and Policy Statements

Vision

The Franklin Middle Schools, in partnership with our students and families, will create a learning and working environment that is free of bullying, cyberbullying bullying behaviors and/or retaliation.

Mission

The Franklin Middle Schools are committed to eliminating bullying, cyberbullying and/or bullying behaviors. All students and staff deserve the opportunity to work and learn in a caring environment of respect and trust in which they are supported. We strive to create a school culture through the education of our staff, students and parents/guardians in which each individual feels physically and emotionally safe, accepted and treated with dignity.

Policy

In accordance with Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Middle Schools will not tolerate or accept bullying, cyberbullying, bullying behaviors and/or retaliation in any form. We will respond to any reported incidents of bullying cyberbullying, bullying behaviors and/or retaliation in a timely manner consistent with our bullying plan, investigate and take action as needed.



What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported
Bullying/Cyberbullying
Flow Chart
Student to Student**

- Report of an incident is received
- Ensure safety of all students involved
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)
- Speak to other relevant adults – teachers, counselors, and/or bus drivers
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Identify bully/cyberbully and bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer (SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Provide appropriate information to the parents/ guardians of the victim and the bully
- Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported
Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

- Report of an incident is received
- Notify Supervisor
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other persons involved, including bystanders, witnesses
- Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Provide appropriate information to the parents/ guardians of the victim in accordance with state law
- Take steps to restore a sense of safety for the victim, witnesses and school community

Bullying Web Resources

Bullying Web Resources Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>



The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events are unlawful and are strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

DAVIS THAYER ELEMENTARY SCHOOL



"Recipe" For A Successful Student

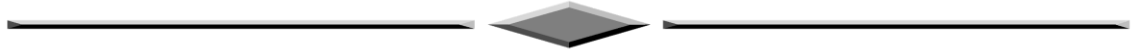
STUDENT & FAMILY HANDBOOK 2016 - 2017

Also available on the web: <http://thayerelementary.vt-s.net/Pages/index>

Kathleen Gerber, Principal
Stefani Wasik, Assistant Principal

137 West Central Street
Franklin, Massachusetts 02038

Telephone: (508) 541-5263 Fax: (508) 553-0891



If you need to receive a copy of this handbook translated in your spoken language, please contact the Davis Thayer School office by calling 508-541-5263.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, o português, contate por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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A MESSAGE FROM THE PRINCIPAL'S OFFICE

Dear Families,

Welcome to 2016-2017 school year at the Davis Thayer Elementary School! If you are new to Davis Thayer we are so happy to have you join our school community. If you are returning, welcome back. You are what make Davis Thayer a special place to grow and learn. Our collaborative partnership is what is essential to ensure your child receives an excellent education and will thrive in every way. We can't do it well without your involvement!

To assist with this partnership, the Davis Thayer Family Handbook has been designed to communicate important information. The handbook serves the purpose of articulating the rights and responsibilities of students and parents. In addition, it provides you with the policies, procedures, and other pertinent information for Davis Thayer and the Franklin Public Schools. Please read over these pages carefully and keep the handbook available as a resource throughout the year. Most of what you will need to know is contained in this handbook; however, we are always available to answer any other questions you may have.

In an effort to further promote our partnership, regular e-mail communications will be sent home to families. We truly believe that communication is a successful component of our school-family partnership. Please sign up by giving your e-mail address to Mrs. Gleason, our school secretary. Additionally, you can visit our Davis Thayer website to read school communications, find teacher websites, and keep up-to-date on school happenings. You can access our website by visiting:

<http://thayerelementary.vt-s.net/Pages/index>

We encourage you to become active and involved in our school community by joining the PCC, volunteering for school events or to assist in classrooms, attending school events, communicating regularly with teachers and administrators, or simply assisting your child with homework and school activities. One of our core values is "Include" and we strongly believe you need to feel included and valued as an important member of your child's school community.

Respectfully,

Kathleen Gerber, Principal

Stefani Wasik, Assistant Principal

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chair
Ms. Cindy Douglas , Vice Chair
Ms. Vanessa Bilello
Dr. Anne Bergen
Dr. John Jewell
Ms. Denise Schultz
Ms. Mary Jane Scofield

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Superintendent	(508) 553-4824
Ms. Deborah Dixson, Director of Special Education	(508) 553-4833

DAVIS THAYER OFFICE DIRECTORY

(508) 541-5263

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Absentee Line: (508) 541-5288

Kathleen Gerber, Principal
gerberk@franklin.k12.ma.us

Stefani Wasik, Assistant Principal
wasiks@franklin.k12.ma.us

Amy Gleason, Secretary
gleasona@franklin.k12.ma.us

Patty Ellias, School Nurse
eliasp@franklin.k12.ma.us

Diana Savage, TEAM Chair
savaged@franklin.k12.ma.us

FRANKLIN PUBLIC SCHOOLS LIAISONS/COMPLIANCE OFFICERS

Individuals with Disabilities /Student Services Director

Ms. Deborah Dixon
Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Homeless Liaison

Ms. Deborah Dixon
Director Student Services
355 East Central Street
Franklin, MA 02038
508-553-4819

English Language Learner Liaison

Ms. Michele Kingsland-Smith
Title 1 / ELL
235 Wachusett Street
Franklin, MA 02038
508-541-5281 X2232

Section 504 Coordinator

Ms. Deborah Dixon
Director Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Title II Liaison

Mr. Peter Light
Asst. Superintendent of Schools
355 East Central Street
Franklin, MA 02038
508-553-4819

Title VI Civil Rights Officer Harassment / Grievance

Mr. Peter Light
Asst. Superintendent of Schools
355 East Central Street
Franklin, MA 02038
508-553-4819

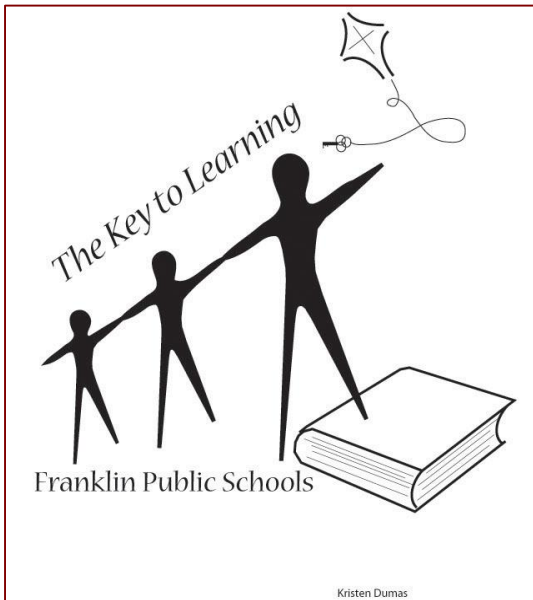
Title IX Officer

Mr. Peter Light
Asst. Superintendent of Schools
355 East Central Street
Franklin, MA 02038
508-553-4819

Educator Licensure

Ms. Lisa Trainor
Director Human Resources
355 East Central Street
Franklin, MA 02038
508-553-4840

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES



VISION STATEMENT

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

MISSION STATEMENT

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

CORE VALUES

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the
Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between adults and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.


Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful life-long learners.



DAVIS THAYER MISSION STATEMENT

Davis Thayer, in collaboration with the district, families, and the community, will foster a school that learns by equipping students with the skills and knowledge essential to becoming productive citizens and lifelong learners. We will provide a physically and intellectually safe learning environment by modeling and promoting our core values of Respect, Encourage, Challenge, Include, Persevere, and Engage to nurture fulfillment of each student's potential.

DAVIS THAYER SCHOOL CORE VALUES



R.E.C.I.P.E. for Success

Davis Thayer Elementary School, Franklin, Massachusetts

Preparation time: DT School Founded in 1952	Cook time: 60 Years and Counting	Serves: A Lifetime of Success
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Ingredients

- Respect - Recognize the value each person brings to our school community.
- Encourage – Inspire the best in other’s by cheering them on and telling them they can do it.
- Challenge – Set goals and reach beyond them, always strive to do the best we can.
- Include – Welcome everyone because we all belong to our school community.
- Persevere – Keep on trying, never giving up, even when learning is challenging.
- Engage – Actively participate in our learning by being focused and involved.

Directions

In our school, mix respect and encouragement. Then add a dash of challenge and sprinkle inclusion to a classroom. Stir in persevere and engage, combine with hard work. Mix all ingredients well and bake for several years. Consume daily. For best results, Share with others!

PART I. SCHOOL SPECIFIC PROCEDURES

PROCEDURES FOR ARRIVAL & DISMISSAL

There are four ways students may arrive and depart from school. They may take the **bus** if they are eligible or if they choose to pay to ride (See EEA: Student Transportation Policy). Students may walk or ride a bike by themselves without an adult (**true walkers**) or they may walk with a parent (**parent pick up**). The last way students may be transported to and from school is by car (**car pick up**). At the start of each school year, parents will be asked to designate which method their child will follow.

ARRIVAL

School Hours: 8:30 AM – 2:40 PM

Your child's safety is our primary concern. Your cooperation and support with the following procedures are needed to ensure the safety of all.

The doors will open and teachers will be on duty at 8:15 AM. Children are not permitted to arrive before 8:15 AM, as there will be no supervision until that time. If your needs dictate that your child be dropped off earlier than school is open, you may consider enrolling your child in Solutions, the before and after school child care program. You may inquire about this program at (508) 541-5293 or at:

www.FranklinLifelongLearning.com

School activities begin promptly at 8:30 AM, at which time students are expected to be in their classrooms and ready to learn. It is very important that your child arrives on time so the day is started on the right foot. Students arriving after 8:30 AM will be marked tardy and must report to the office for a late pass before reporting to the classroom. Parents are asked to refrain from walking students to the classrooms in the morning.

Morning Drop Off by Car

- All cars should enter the schoolyard through the playground gate on School Street in a single file. This is **one way** traffic during arrival and dismissal therefore it is essential vehicles not enter the parking lot from West Central Street. Please do not drop children off at the Union Street parking lot. Cars pulling in and out of that lot create a potentially dangerous situation to the children who walk on Union Street.
- Inside the parking lot all cars should stop after the buses.
- Do not pass the buses/vans at any time. Please pull over to the right should buses/vans arrive after you, thereby allowing them to pass to unload students.
- Children should exit cars in the section monitored by staff members on duty.
- Parents who park their cars should do so legally on streets or in the school parking lot.
- Parents are prohibited from parking in the Dean parking lots.

Morning Walkers

- Walkers should arrive between 8:15 and 8:30 AM. Prior to 8:15 AM there is no supervision in the building or on the playground.

- Walkers must enter the building through the back door of the school monitored by staff members on duty.
- Walkers should stay on the sidewalks and cross with the benefit of the crossing guards at all times.

DISMISSAL

Afternoon Walkers and Parent Pick ups

- Walkers (called **true-walkers**) will line up inside and students (K-5) being picked up by parents (called **parent pick-ups**) will line up outside, weather permitting, until attendance is taken.
- Parents /guardians will receive information about dismissal procedures in a summer letter. At that time, they will be asked to indicate which method (parent pick-up, true walker, bus, or car pick-up) their child will follow at dismissal.
- Parking in the Dean parking lot is prohibited by the college and tickets may be given.
- Parents should walk children out of the school blacktop area onto the Union Street sidewalks. For safety reasons, the School Street gate should not be used during dismissal or arrival as there is oncoming traffic through this gate.

Change in Dismissal Routines: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note each week to ensure the safe dismissal of your child.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method. In the event of a last minute change to the routine a call is required, and this must be done prior to 2:00.

BUSES

Bus Passes/Pay to Ride: The Franklin School Committee transportation policy is as follows:

- All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students in grades 7-12 are not eligible for free bus transportation.
- Students in grades K-12 who do not qualify for bus transportation may access Pay to Ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the Pay to Ride application.
- Pay to Ride options are on a space available basis only. Pay to Ride options are at the discretion of the school committee and will be reviewed annually. Pay to Ride applications are available at the school office, online, or at central office. Questions regarding Pay to Ride may be directed to Ms. Denise Johnson at (508) 553-4815.
- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. There is a \$5.00 fee for a replacement pass.

Bus Rules: The bus is an extension of the school and, therefore, all school rules apply. Parents/guardians should review the following bus safety procedures with their child(ren):

- Hands and feet are to be kept to yourself and remain in your designated space.
- No hands out the window or feet in the aisle.
- Sit facing forward. Remain seated until the bus reaches a complete stop.
- Cross the street in front of the bus with the bus driver's signal.
- Behavior on the bus is the same as is expected at school.
- Use quiet voices so as not to distract the driver.
- Kindergarteners should sit in the front seats.
- The bus driver is in complete charge. He/she will assign seats as necessary.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Due to buses being filled to capacity, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

WALKER SAFETY

True walkers are encouraged to travel with a companion or companions and to proceed directly home at the close of the school day. Students are reminded not to loiter about the travel area. Furthermore, students are cautioned to be very aware of strangers and never to respond to drivers attempting to entice them toward their vehicle. These safety precautions are discussed in each classroom annually. Your reinforcement of these precautions is vital.

BIKE RIDERS

Students may ride their bikes to and from school with written permission of parents/guardians. Students should adhere to normal guidelines that apply to all bicycle riders. Helmets must be worn. If a child rides to school without a helmet, he/she will not be allowed to ride home until a helmet is brought form home. Parents are asked to instruct their children on the appropriate behavior with regards to travel by bike, and are responsible for the safety of their children bicycling to and from school. Students should walk their bicycle on school grounds and cross with the crossing guards.

CROSSING GUARDS

Please remind children to cross with the crossing guards. All walkers should stay on the sidewalks until signaled by the guard.

LOST & FOUND

The Lost and Found is located in the DT cafeteria. Parents and students should regularly check for items that have been lost. At the end of the school year, items remaining in lost and found will be donated.

BREAKFAST

Davis Thayer offers a daily breakfast program on all full days of school. The cost is \$1.80. Students who qualify for free or reduced lunch also qualify for free or reduced breakfast. Menus are posted at: <http://schools.whitsons.com/ma/franklin-school-district?page=menu> . For more information about payment, please refer to the lunch section of this handbook.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners

- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may have a practice assignment when another has an enrichment assignment. This depends on the individual's needs and his/her level of understanding of the material. If you find your child is spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:

- School Psychologist/School Adjustment Counselor
- Regular Education Teachers
- Administrator
- Special Education Teachers
- Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team in consultation with parents/guardians may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss

difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the’ Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools

seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:

- Physical or emotional harm to the victim;
- Damage to the victim's property;
- Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

- Report of an incident is received
- Ensure safety of all students
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)
- Speak to other relevant adults – teachers, counselors, and/or bus drivers
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Identify bully/cyberbully and bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer (SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Provide appropriate information to the parents/ guardians of the victim and the bully
- Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

- Report of an incident is received
- Notify Supervisor
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other persons involved, including bystanders, witnesses
- Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Take steps to restore a sense of safety for the victim, witnesses and school community
- Notify all involved about the prohibition of retaliation
- Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
- Referral to the School Psychologist or School Adjustment Counselor
- Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 AM. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework
- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midriffs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, gender, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day, time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.

2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.50 including milk. Milk alone is \$.50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch .

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not

identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ **I DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ I **DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. **Please note:** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____
Parent/Guardian Name: _____
Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.
- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimiles)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to the Due Process Procedures, a student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list):

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from

school for up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response Team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: **The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.**

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Education Regulations (603 CMR 46.00). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:
 - a. Determining close contacts as defined by MDPH
 - b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
 - c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
 - d. Providing general notification to staff and the school community as indicated
2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided.

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons
- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that

they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Dept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and Fingerprint-based CHRI Checks: All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

Section III: DISTRICT-WIDE POLICIES

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an

investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal

requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____

Date: _____

Signature: _____

Reviewed, Revised, Adopted 9/22/09

Reviewed; revised 8/7/12

GBAB-E2

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through
 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.

- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

**LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)**

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;

The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

File: JFAA-R

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of

Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B
<u>Evidence of Residency Identification (Photo ID)</u>	<u>Evidence of</u>
Record of recent mortgage payment and/or property tax bill. Card	Valid Driver's License
Copy of Fully Signed Lease <i>and</i> record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)	Valid MA Photo ID
Photo ID	Passport
Landlord Affidavit <i>and</i> recent rental payment	Other Government issued
Section 8 Agreement	
Signed HUD Settlement Statement	

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
 - Tuition paying students, as permitted by law;
 - School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
 - Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.

2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.

3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
- If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

File: JICFA

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to

their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13
Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition

and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.

- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band

director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: **JKG**

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

1 of 2
File: JLC

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Haemophilus influenza typeB, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items

- School buildings, including classrooms and hallways
- School stores
- School snack bars
- Vending machines
- Concession stands
- Booster sales
- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..

Water	<ul style="list-style-type: none"> No added sugar, sweeteners, or artificial sweeteners May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> Foods shall not exceed 200 calories per item A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> No more than 35% of calories from fat* No more than 10% of calories from saturated fat* No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50% or more whole grains by weight)
Foods and Beverages	
<ul style="list-style-type: none"> No food or beverage shall contain more than trace amounts of caffeine No food or beverage shall contain artificial sweeteners Packaged items may contain no more than 1 serving per package 	
Additional Regulations	

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.
- Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either
 - one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR
 - be a combination food that contains ¼ cup fruit and/or vegetable

AND

 - If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein).

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12

Fruit and Vegetables	<p>$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day</p> <p>Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS</p>
Vegetables	<p>Weekly requirement for:</p> <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Grains	<p>Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)</p>
Whole Grains	<p>All grains must be whole grain-rich.</p>
Milk	<p>1 cup</p> <p>Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)</p>

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Wired Up Club

Anti-bullying Club

DARE Program

SADD

Social Emotional Learning Curricula

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed

necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine;

"Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.

4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.

10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

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File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

1 of 6

File: JLCDD-E

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
- Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.

- Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.
4. Adopt a **“NO FOOD TRADING/SHARING”** and **“NO UTENSIL SHARING”** procedure in all schools with particular focus at the elementary school level.
 5. School Health Professionals in conjunction with the student’s parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student’s parent(s)/guardian(s) and primary care provider and/or the student’s allergist, and signed off by the child’s physician/allergist, indicating that he/she deems it to be adequate.
 6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
 7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
 8. Make the Individual Health Care Plan available in the nurse’s office and a student’s homeroom at the elementary level and in the nurse’s office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
 9. Submit to school bus drivers a list of students who have life-threatening food allergies.
 10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse’s office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district’s Administration of Medication Policy.
 11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
 12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also

responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.

- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

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File: JLCDD-E

- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
 - Leave information in an organized, prominent and accessible format for substitute teacher.
 - Participate in in-service training for students with life-threatening allergies
 - The teacher will implement the Individual Health Care Plan as necessary in the classroom.
 - Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
 - Advise parents of any school related activity that requires the use of food in advance of the project or activity
 - Limit use of food for instructional lessons.
 - Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

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File: JLCDD-E

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.
- An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.

- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone)

is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
- Complete and submit all required medication forms

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File: JLCDD-E

- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.

- Encourage your child to wash hands before and after handling food.
- Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child's disability.
 - Take as much responsibility as possible for his/her own safety.
- As children get older, teach them to:
 - Communicate the seriousness of the allergy.
 - Communicate symptoms as they appear.
 - Read labels.
 - Administer own epinephrine auto-injector and be able to train others in its use.
- Inform the school of any changes in the child's Life Threatening Food Allergy status.
- Provide the school with the licensed provider's statement if the student no longer has food allergies.
- Go on field trips and out-of-school activities with your child, whenever possible.
- Provide bag of snacks for your child's classroom along with safe foods for special occasions.

15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.

- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

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File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and

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File: JRA-R

whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

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Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- 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
- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered to supervised visitation, or
 - The parent's access to the student or to the custodial parent 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
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- A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

- Upon receipt of the request (initial and annual) 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 the 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).
- The school must delete the address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
 LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34 A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/1077,
 June 1995 as amended June 2002.
 603 CMR: Dept. of Education 23.00 through 23.12 also
 Mass Dept. of Education publication Student Records: Questions,
 Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Publics Right to Know
 Reviewed; no revisions 8/7/12

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.

- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;

- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/ COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school MUST ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013

Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*TM. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm.** Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.

- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.
- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies™
- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
- The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
- The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
- If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle

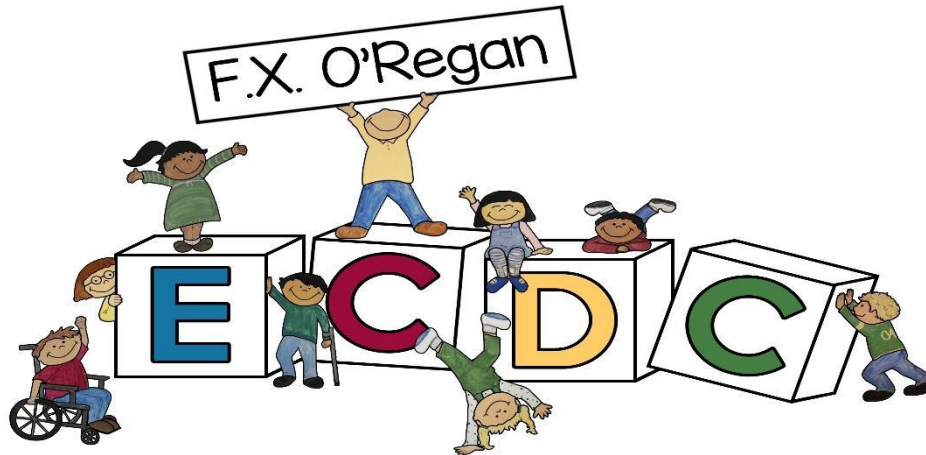
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.



Family Handbook 2016-2017

Kelty Kelley, Principal

**F.X O'Reagan Early Childhood
Development Center (ECDC)**

224 Oak Street (rear)

Franklin, MA 02038

Phone: 508-541-8166

Fax: 508-541-8254

kelleyk@franklin.k12.ma.us

"There is no hand so small that it cannot leave an imprint on the world!" Klub Kidz

If you need to receive a copy of this handbook translated in your spoken language, please contact the principal's office.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, os portugueses, contatam por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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MESSAGE FROM THE PRINCIPAL

Dear Parents/Guardians

It is my pleasure to welcome you to the F.X. O'Regan Early Childhood Development Center (ECDC) and we are very happy to have you as part of the ECDC family.

Here at ECDC we believe that children "learn through discovery" and our professional staff continue to work collaboratively on a curriculum development project that both respects each child's developmental level and challenges them to learn. They have created a developmentally appropriate curriculum guide, spanning two school years, which reflects best practice in early childhood education and contains thematic units that are linked to the Pre-Kindergarten standards from the MA Curriculum Frameworks and the National Association for the Education of Young Children (NAEYC).

We also believe that each child has no greater asset than the love and support of his/her family. We build on this by supporting close cooperation between the home and school, understanding that it is essential to promoting your child's learning and growth. Parents are encouraged to visit ECDC, to volunteer in classrooms, at school events or even by taking home classroom prep work. Communication between home and school is another key to your child's success. Here at ECDC, we encourage families not only to attend the scheduled parent-teacher conferences, but also to reach out to your child's teacher in person, by phone or via email, especially if you have any concerns.

This handbook is one means communication between the home and school and will be available on our website throughout the school year. There are many practices, policies, regulations, and services discussed with in these pages. Many of your questions have been anticipated and are discussed in some detail; however, if you have any further questions, or need clarification, please feel free to contact me, or your classroom teacher.

I will do my best to keep families informed through regular email updates and blog posts (<http://ecdcprincipalpage.blogspot.com/>). Please be sure that we have your correct email address so you can be sure to be in the loop!

Thank you for entrusting your children to us at ECDC, and we look forward to building connections and fostering a love for life-long learning within your child!

Sincerely,

Kelty Kelley
Kelty Kelley, Principal

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairman
Ms. Cindy Douglas, Vice Chairman
Dr. Anne Bergen
Ms. MaryJane Scofield
Dr. John Jewel
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Supt. For Teaching & Learning	(508) 553-4824
Ms. Debbie Dixson, Director of Student Services	(508) 553-4833

ECDC OFFICE DIRECTORY (508) 541-8166

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Mrs. Kelty Kelley, Principal
Mrs. Jennifer Ramsdell, Team Chairperson
Mrs. Laura Flanagan, Secretary
Mrs. Mary Nuzzo, Nurse

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES

∩ VISION STATEMENT ∩

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

∩ MISSION STATEMENT ∩

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

∩ CORE VALUES ∩

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

Franklin Public School's Early Childhood School Readiness *involves the Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents, guardians, and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

The Francis X. O' Regan Early Childhood Development Center (ECDC)

ECDC Philosophy

The Francis X. O' Regan Early Childhood Development Center is a multi-aged integrated preschool operated by the Franklin Public Schools. The program is designed for children who are three through five years old. Parent and community involvement is an integral part of our school.

The highly trained staff utilizes a developmentally appropriate curriculum based on the National Association for the Education of Young Children and Massachusetts Department of Education guidelines. Multi-sensory and hands-on experiences maximize learning opportunities in the areas of social/emotional, language, motor, cognition, and daily living skills.

ECDC Mission

The Francis .X. O' Regan Early Childhood Development Center's mission is to focus on the whole child and their family by providing a safe nurturing environment that supports a high quality early childhood education. We encourage each child to observe, question, and explore their environment. The Francis .X. O' Regan Early Childhood Development Center believes every child has the ability to learn and will be provided the tools needed for them to succeed.

The F.X. O' Regan Early Childhood Development Center is accredited by the National Academy for the Education of Young Children

(NAEYC)

STAFFING AND SCHOOL HOURS

Please note that school starts promptly at the time indicated and we ask that families make every effort to have children present for the start of school.

AM Session: 9:15 AM to 11:45 AM
Pilot Extended Session: 9:15AM to 1:15 PM
Full Day Session 9:15 AM to 3:15 PM
PM Session: 12:45 PM to 3:15 PM

Extended AM Sessions and Full Day Sessions:

Chris Duggan dugganc@franklin.k12.ma.us
Rebecca Hackney-Bliss hackneyr@franklin.k12.ma.us
Jennifer Jacobs jacobsj@franklin.k12.ma.us

Morning and Afternoon Sessions

Elizabeth Reynard reynarde@franklin.k12.ma.us
Randi Heiselmeyer heiselmeyerr@franklin.k12.ma.us
Marylin Bennett Bennettm@franklin.k12.ma.us

Jennifer Ramsdell	Team Chair	ramsdellj@franklin.k12.ma.us
Laura Flanagan	Secretary	flanaganla@franklin.k12.ma.us
Mary Nuzzo	School Nurse	nuzzom@franklin.k12.ma.us
Diane Peavey	Speech and Language Pathologist	peavey@franklin.k12.ma.us
Linda Bishop	Speech and Language Pathologist	bishopl@franklin.k12.ma.us
Lisa Ladd	Speech and Language Pathologist	laddl@franklin.k12.ma.us
Joanne MacNeil	Physical Therapist	macneilj@franklin.k12.ma.us
Sandra Wong	Occupational Therapist	wongs@franklin.k12.ma.us

Part 1: School Specific Procedures (ECDC)

Absentee Call-In Procedures

Provide the following information when calling **school personnel (508-541-8166)** when your child is absent from school due to illness:

- Student's name
- Teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Messages for classroom teachers

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

Children riding the van must also call the **special education transportation office at 508-553-4831**. Do **NOT** leave confidential medical information on the absent line. Please speak to the nurse directly.

Age of Admission-General Education Enrollment for Community Peers (non-IEP students)

ECDC has established the age of admission as three years of age on August 31st. Once enrolled in a particular program at ECDC, your child will be given priority for the following year to that same program and you can voluntarily enter a waitlist for other program options. As much as possible, it is our intent to maintain multi-aged and heterogeneous classrooms as best practice.

Animals and Pets

Animals and pets are not allowed on the grounds or in ECDC with the exception of service animals pursuant to school policy and procedures.

Appropriate Dress

Dress should not hinder the educational process and should present a comfortable atmosphere for students and staff. All students are expected to attend school appropriately dressed and properly groomed. The trends in fashion have brought some complications to this matter. Silly Bandz, shoes and footwear, such as flip-flops, and open back beach shoes (easily bendable, able to be folded or that may be penetrated by a dangerous object such as a nail or tack) are **not permitted** as they pose a safety risk on stairs, playground, and in the event of an emergency. Shirts with inappropriate symbols or slogans written on them are highly discouraged. Hats may be worn to school but must be removed upon entering the building, with the exception of headgear worn for religious reasons. Dress that disrupts the educational environment or causes a hostile environment is prohibited.

Arrivals and Departures

It is necessary that children arrive and depart **at their designated time**. The staff will meet all the children. Please inform the staff, in writing, of any transportation changes. **IMPORTANT:** We will not dismiss students to anyone unless we have written authorization directly from the parent/guardian. The authorized adult will be asked for a valid driver's license and/or picture identification.

Arrivals and departures will take place outside the ECDC front door or playground. During inclement weather please wait in your car until the teachers signal you in. Due to confidentiality issues, please remember not to discuss your child's academic or social progress at arrival or dismissal. ECDC teachers are always available via email, or for a telephone or in person conference to discuss your concerns.

If you arrive late, please check in at the office and a classroom staff member will come and get your child.

Traffic can be very congested during arrival and departure times. ***Please hold your child's hand when crossing the parking lot and please do not leave your child unattended in the schoolyard.***

Attendance

The Franklin Public Schools expect parents/guardians to make every reasonable effort to have their child/children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

Book Clubs

Individual classrooms participate in Scholastic Book Clubs on a monthly basis to provide parents with the opportunity to purchase developmentally appropriate books of high quality at a very low price. Additionally, each time a book is ordered the classroom teacher gets points toward free classroom books. Please do not feel any obligation to participate.

Chain of Authority

To make the most of your child's education, it is important to address any questions or concerns **with your child's teacher** as soon as they arise. This can be done by writing a note or emailing the teacher or by calling the school and leaving a message for the teacher. If concerns remain after discussing them with your child's teacher, then the Principal should be contacted.

Change in Staff

Occasionally staff changes take place during the school year. When this occurs, parents will be informed in writing about these changes within a timely manner.

CLASSROOM CELEBRATIONS

From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

Classroom Observation and Visitation

Only the parent(s) or legal guardian(s) of a particular child or individual(s) authorized by parent(s) or legal guardian(s) of a particular child shall be permitted to visit and/or observe a class or classes or the particular child. An individual authorized by the parent(s) or legal guardian(s) is one who has the written permission from the parent(s) or legal guardian(s) to visit and/or observe the particular child's class.

In order for the parent(s), legal guardian(s), or individual(s) authorized by the parent(s), legal guardian(s) to visit and/or observe a class or classes of a particular child, the following procedure must be followed:

1. The parent(s)/legal guardian(s) must give prior notice to the Principal of his/her desire to visit and/or observe a class or classes.
2. At the time notice is given, the parent(s), legal guardian(s) or individual(s) authorized by the parent(s) or legal guardian(s) must give a reason why the visit and/or observation is desired or needed.
3. In the event that the Principal determines that the reason for the visit and/or observation is educationally sound and that the visit and/or observation would not disrupt the educational process, the Principal will consult with the teacher(s) involved to ascertain the best time for such visitation and/or observation.
4. The Principal would then contact the individual requesting the visitation and/or observation to inform him/her of the date of the visitation and/or observation.
5. If the parent(s), legal guardian(s), or individual(s) authorized by the parent(s), legal guardian(s) wish to discuss with the teacher what he/she observed or the educational development of the child, such discussion will take place at a mutually agreeable time outside of classes.
6. The administration of the Franklin Public Schools has the right to have an employee of Franklin Public Schools or a person designated by the administration of Franklin Public Schools present during the same class or classes which are being observed by the parent(s), legal guardian(s), or individual authorized by the parent(s) or legal guardian(s).

Classroom Observation and Volunteer Procedures:

In response to your request, we want to make your visit as productive as possible. Please take a minute to familiarize yourself with the following information. If you have any questions regarding the information provided, please don't hesitate to contact your child's school principal or designee.

Setting up a classroom observation:

To schedule a visit to a classroom, please call your child's school principal to schedule a date and time when activities/instruction you are most interested in will be occurring. When you speak with the school principal, please provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.

6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.

7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

Observing in the classroom:

As in all times visitors enter a school building, please report to the school office in order to sign in and receive a Visitor's Pass. One of our staff will meet you at the office and accompany you throughout the visit.

Before your visit, a place in the classroom will be designated for you to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During your visit, you will not be able to talk with the teacher, service providers or students, including your own child. Their job at that time is to provide instruction/therapy. However, if you have questions you would like to discuss at a later date, please make arrangements through the building principal or designee.

Communication Folder

Each child is issued a communication folder. Please check your child's bag daily for notices or messages from his/her classroom team. In addition, your child's teaching team will also check the folder daily, so please send information or messages in this folder. We appreciate your prompt return of items requiring signatures.

Communication Sent to Non-Custodial Parents

There are circumstances in which parents share joint legal custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

Community Connections on Campus

Here at ECDC, building multi-generational and community connections is important.

Senior Friends: At least once a month each of our classes visit our Senior Friends at the Franklin Senior Center. This long standing partnership between ECDC and the Senior Center fosters an understanding of differences and the importance of connections.

Best Buddies: Working with our friends at the Horace Mann Middle School, ECDC welcomes middle school friends into each classroom at least twice a week. This partnership fosters a love for teaching in many of our Best Buddies.

High School Partners: Working with our friends at the high school, ECDC hosts at least one high school senior for a 4-6 week senior project. ECDC also invites Child Development students from the high school to participate in our preschool program.

Directory Information Notice

The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

Family Resource Lending Library

The ECDC has a wide range of reading materials in our resource room for parents to borrow. Topics include: Behavior Management, A.D.H.D., Sleep Problems, Developmental Delays and many more. If you are interested in borrowing books from our library, please contact your child's classroom teacher.

Hand Washing Guidelines

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash everywhere:
 - Backs of hands
 - Wrists
 - Between fingers
 - Under fingernails
- Rinse well
- Dry hands with a paper towel
- Turn water off using a paper towel, not your clean hands

Holiday or Birthday Celebrations and Invitations

Children will receive a "birthday" crown and sticker for their birthday. Please DO NOT send in any edible treats (ex: snack, cake, or ice cream) as some students at the ECDC have restricted diets.

Invitations **may not** be handed out at school unless the entire class is invited. If you can only accommodate some children, please mail the invitations and thank you cards from home.

Given the diverse make up of our families, we do not send home Mother's and Father's Day gifts. All children will have the opportunity to make cards for their caregivers at the Writing Center around these holidays.

Late Pick-Up

Please be prompt when picking up your child. The time between classes is our lunch/planning time. The ECDC has a five-minute grace period after your child's class ends. We will be using the ECDC school clock as our guide. The first time you are late we will give you a verbal warning. *Following the verbal warning, parents/guardians will be charged a fee of \$1.00 per minute.* Your child will not be able to return to school until late pick-up fees have been paid. Fees will be paid by check to the "Town of Franklin".

Lost and Found

Please label sweaters, coats, hats, mittens, lunch boxes, etc. When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose.

A Lost and Found area is located in the front office. Parents should regularly check for items that have been lost.

Newsletter Updates and Communication

Newsletter updates will be shared weekly via each classroom teacher's individual web-based blog informing parents/guardians about the curriculum theme, past and future activities as well as important dates to remember. In addition, one communication folder will be provided for each student. Please note if your child's folder is lost outside of school, it will be the parent's/guardian's responsibility to replace it.

Open communication between teachers and parents is very important to the ECDC staff. **Please contact your child's teacher before or after school hours** or via email. You may leave a voice message with your child's teacher and he/she will make every reasonable effort to return your call at the end of the school day.

Parking

For your child's safety, parking is reserved for parent /guardians immediately left and right sides of the ECDC building where you have immediate access to the sidewalk for your child's safety.

- Please **do not** park in the circle driveway as it is reserved for our special education vans.
- Please **do not** park in the first 15 spots on the left and right of the parking lot as they are reserved for our special education vans and staff parking.

Photo/Video Release

During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ **I DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ **I DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. ***Please note: If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.***

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ Teacher: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ Date: _____

Outdoor Play

Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief on a cold day. To protect against cold, heat, sun injury and insect-borne disease the following is recommended: in cold weather make sure clothing is dry and layered for warmth, when sunny provide sun protective clothing for your child, apply sun block with UVB and UVA protection of SPF 15 to exposed skin and insect repellent if needed due to high risk of insect-borne disease. *Please note sunscreen and bug spray need to be applied at home. ECDC staff can not apply them.*

School Closing and Early Dismissals

In the event that weather conditions require changes in normal school operations, these changes will be disseminated as soon as possible through the automated phone/email system. Notices will also be sent to the following radio and television stations: **WBZ am 1030, WPRO am 630, and WRKO am 680.** The information will also be given to TV Channels **WBZ (4), WCVB (5), WHDH (7).**

The following are the changes in school procedure that may occur:

1. **School Cancellation:**

In the event that weather conditions dictate school cancellation, these announcements will be made on radio, television and via Blackboard Connect as early as possible.

2. Delay in School Starting Time:

When Franklin Public Schools has a delayed opening the ECDC morning and extended morning sessions will be cancelled. The afternoon session will open at its usual time. Full-day students will attend only for the afternoon session (12:45-3:15).

3. Unscheduled Early Dismissal:

In the event that adverse weather occurs or intensifies after school has begun, it may be necessary to release students earlier than normal so that buses can operate before the roads become more hazardous. In this event, all afternoon educational programs, activities and PM pre-school classes will be canceled. Parents need to use their discretion in deciding whether or not to send their child to school during inclement weather conditions.

Snacks/Lunch

Your child needs to bring a snack and drink (water is available) to school. The classroom teacher will notify you regarding classroom allergies. We encourage good health and proper nutrition. **Please do not send in the following foods:** candy; hot dogs; whole grapes (cut in quarters); nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; chunks of raw carrots or meat larger than can be swallowed whole. All snack and lunch items must come in fully prepared. If these items are hot or cold, please put them in a container that will maintain the heat (thermos) or cold (ice pack).

Special Traditions

Given the diversity of our families we would like to encourage parent/guardians to share their special family traditions throughout the year. Please contact your child's teacher for more information.

Transitions from Home to School

For some children the transition between home and school can be difficult. We strongly encourage a partnership with parents to support a positive transition. The staff will make sure to provide high interest developmentally appropriate activities along with a nurturing environment. Some suggestions to support a positive transition are:

- Prepare your child by being excited about school.
- Do not prolong the good-bye. If your child whines or clings, staying will only make it worse.
- Create comfortable routines.
- Always say good-bye to your child.

If your child does experience transition difficulties we will call you and give reassurance that your child is doing fine.

Transportation

Transportation for all children will be the responsibility of their parents/guardians, unless otherwise prescribed on the child's Individual Education Program (IEP). All questions and concerns regarding special education transportation should be directed to Lisa Bassignani- 508-553-4831.

Tuition Procedures

The F.X. O' Regan Early Childhood Development Center is dependent upon tuition revenues from our community peers for supporting early childhood programs and we expect the enrollment agreement to be honored. Reminders are not sent out.

If you are having financial difficulties, please contact the ECDC Principal at 508 541-8166. There are financial scholarships available, based on need, for children between the ages of three and five.

In an effort to streamline payments of all kinds, the district is moving toward **on-line bill pay**. ECDC encourages all families to use this resource.

Payment Expectations

All payments are due as outlined in the attached.

ECDC 2016-17 Payment Schedule

Session	Deposit	Sept 1st	December 1st	February 1st	Total
3 Half Days	205	615	615	615	2050
5 Half Days	353	1059	1059	1059	3530
Extended Day	240	720	720	720	2400
Extended Day	330	990	990	990	3300
Extended Day	570	1710	1710	1710	5700

There is a \$10.00 late fee for all payments received after the 10th of the month.

There is a \$20.00 fee for bounced checks

If a payment is not received by the 30th of the month when a payment is due, your child will be terminated from the program.

On-line Bill Pay

Families pay tuition on-line by going to the ECDC website www.franklin.ma.us/auto/schools/ecdc/

If you pay on-line, you will need your child's ID number. You have two (2) options for paying your bill; either by electronic check or by credit card.

-Electronic Check: You will need one of your checks with you when you pay your bill online in order to get your account number and the bank's routing number from it. You will be shown where this information is on your check. There is a fee of \$.25 per check.

-Credit Card: We accept MasterCard and Discover for credit card payments. There will be a fee for each online payment. The credit card service provider charges the fee to your credit card. When paying by credit card, the fee amount will appear in a separate box and will be totaled with the amount of the tax. ([Fee Schedule](#)) If you choose not to pay on-line, please put your monthly tuition in the locked mail box located in the ECDC foyer at the beginning of each month as outlined above. The tuition must be secured in an envelope with your child's and teacher's name clearly printed on the front.

What to Bring To School

- **Backpacks** - Children should have an appropriate size backpack to carry materials and information to and from school. It should be large enough to hold school projects and notices, yet small enough for them to carry independently. Please **do not** send your child to school with a backpack that has wheels. These backpacks are a safety issue when going up and down the stairs. Please label the backpack with your child's name and check it daily for school information.
- **Clothes** - Please dress your child in play clothes. Even though we wear smocks for messy activities it is difficult to keep paint, etc., off clothing. Additionally, dress your child according to the weather. We try to go outside on a daily basis, weather permitting. Flip flops or shoes that could be potentially dangerous while outdoors or on the stairs should not be worn to school. Please label all clothing items.
- **Diaper Wipes** - If your child is still wearing diapers, please provide a box of diaper wipes.
- **Diapers** - Please keep several disposable diapers in your child's backpack. When they have been used, please replace them

Part II: Franklin Public Schools Elementary Handbook (adapted for ECDC)

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 11-18. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

CURRICULUM & STUDENT SERVICES

The ECDC curriculum is aligned with the Massachusetts Curriculum Frameworks and the Franklin Public School's Curriculum Guides. The curriculum is presented in meaningful learning experiences that are developmentally appropriate, concrete, and multi-sensory.

The Massachusetts Curriculum Frameworks are continually revised. Copies of the Massachusetts Frameworks may be found on the Department of Education website <http://www.doe.mass.edu> and copies of the Franklin Public School's Curriculum Guides may be found on the district website.

The ECDC also uses the *Second Step* program. This program is a series of curriculum activities designed to increase student's level of social skills and competence in the areas of empathy, emotional management, and problem solving.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

Conferences

By working together, the school and the home can help children attain their maximum growth. The teachers, Principal, and specialists welcome conferences with parents. A conference by appointment saves time and avoids conflicts. Planned parent-teacher conferences are scheduled for **December** and **May**. During these conferences parents/guardians will receive a copy of the progress report.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

- As part of the Principal's role as instructional leader the administrator must annually develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

LIAISONS/COMPLIANT OFFICERS

INDIVIDUALS WITH DISABILITIES/SPECIAL EDUCATION DIRECTOR

Ms. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON

Ms. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

Ms. MICHELE KINGSLAND-SMITH
PARMENTER ELEMENTARY SCHOOL
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

Ms. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE VI OFFICER CIVIL RIGHTS OFFICER HARASSMENT/GRIEVANCE

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

EDUCATOR LICENSURE

Ms. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

Screening and Student Assessments

By November all new students entering the ECDC will be screened using the Early Screening Inventory-Revised. This is a brief survey of various areas of development including language, cognition, perception, and motor development. The purpose of the screening is to identify children who might need extra support with classroom activities. Parents/guardians will be informed, through a letter, about the screening results.

Throughout the school year the staff will use multiple assessments, based on the Franklin Public School's standards-based preschool curriculum, and student portfolios. These ongoing assessments will monitor students' understanding of the curriculum and adjust instruction and materials when needed. Information gathered from these assessments will be shared with parents/guardians during parent- teacher conferences. All assessment information will be kept confidential.

SECTION 504

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the ' Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

RULES AND REGULATIONS

Student Discipline Procedures

It is important that the ECDC maintains a pleasant, safe, and orderly environment. The teaching staff reserves the right to judge the severity of any act, which inhibits the rights and safety of others. Our caring staff serves as role models and administers classroom rules. If behavior management becomes necessary, the staff will re-direct the child, offer a choice if possible, and set limits in a kind yet firm manner. In addition to informal daily communication between parents/guardians and staff, the Principal and/or teacher will advise parents of any unusual behavior that suddenly surfaces in the school environment. Parental input will be sought. No child will be subjected to cruel or severe punishment, humiliation, or verbal abuse. No child will be denied recess or food as a form of punishment.

As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, to him/herself or others, he/she may be restrained until calm in accordance with these regulations. Qualified, trained staff will carry out specific procedures, and parents will be notified.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY

BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS:

This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- i. causes physical or emotional harm to the victim or damage to the victim's property;
- ii. places the victim in reasonable fear of harm to himself or his property;
- iii. creates a hostile environment at school for the victim;
- iv. infringes on the rights of the victim at school; or
- v. materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- i. The creation of a web page or blog in which the creator assumes the identity of another person or
- ii. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a "group"
- Teasing people in a mean way
- Getting certain people to "gang up" on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else's user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don't fight back. Don't try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim's property;

- Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

Must be repeated action(s) by one or more students

Must be a written, verbal or electronic expression or a physical act or gesture

Must be directed at a victim so that it causes one of more of the following:

Physical or emotional harm to the victim;

Damage to the victim’s property;

Places the victim in reasonable fear of harm to him/herself or of damage to his/her property

Creates a hostile environment at school for the victim;

Infringes on the right of the victim at school; or

Disrupts the education process or the orderly operation of a school.

Response to Reported Bullying/Cyberbullying

Flow Chart

Report of an incident is received

Ensure safety of all students

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)

Speak to other relevant adults – teachers, counselors, and/or bus drivers

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Identify bully/cyberbully and bystanders as appropriate

Identify victim(s) as appropriate

Include the School Resource Officer (SRO) as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Provide appropriate information to the parents/ guardians of the victim and the bully

Take steps to restore a sense of safety for the victim, witnesses and school community

Response to Reported Bullying/Cyberbullying

Flow Chart

Report of an incident is received

Notify Supervisor

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other persons involved, including bystanders, witnesses

Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement "CBA" if any

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Take steps to restore a sense of safety for the victim, witnesses and

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

Inform teacher/staff member about the consequences for bullying and cyber bullying in school

Teacher/staff member is informed about further consequences if any form of retaliation were to occur

Teacher/staff member may be referred to counseling

Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS SAFETY

Asbestos Hazard

In compliance with U.S. Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), inspections of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection finds and the asbestos management plans have been on file with the Franklin School Department since the initial inspection. Management Plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every (3) years. Complete results of the three (3) year re-inspections are on file in the Superintendent's Office.

Corporal Punishment

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools. Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching. The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

Custody Documents

The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

Early Childhood Addendum/Non-Violent Physical Crisis Intervention

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. Teachers who are not on the Crisis Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

Emergency Cards

Please complete and return emergency cards. This card requires updating when changes occur during the school year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

Emergency Notification

The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure to fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS

State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER

The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office. For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE AND HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year in the areas of vision and hearing. Parents will receive notification if there is a concern.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

Communicable Diseases

A student showing signs of ill health, or of being infected with a disease, shall be sent home as soon as safe and proper transportation can be arranged. He/she shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases, such as conjunctivitis (pink eye), strep infections, and viruses. Students under treatment for conjunctivitis and strep throat **must** stay out of school for the first 24 hours of antibiotic treatment. **A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom-free for 24 hours.**

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:
 - a. Determining close contacts as defined by MDPH
 - b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
 - c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
 - d. Providing general notification to staff and the school community as indicated
2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or and Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

Guidelines for Keeping Home a Sick Student

In order to protect the health of other students and school personnel children who are ill need to not be in school. To determine when to allow a child back to school after an illness please follow these Department of Public Health guidelines:

1. A child should be fever-free for 24 hours. A child's temperature is lowest in the morning, so a low temperature on awakening is not a true indicator. If you have given your student Tylenol or Motrin at night, the medication could still be affecting your child's temperature. A child should be fever-free without the assistance of medication for 24 hours before returning to school.
2. A child should be free of vomiting/diarrhea for 24 hours before returning to school. A child who has been ill during the night may feel slightly better in the morning and even ask to go to school. However, the child will likely experience symptoms of illness later, will also be tired from loss of sleep, and will still be contagious to other children.
3. A child with thick or constant nasal discharge should remain home. Very few younger children can effectively blow their noses and wash their hands afterwards. A child with the above symptoms will quickly spread the illness to other children.
4. A child diagnosed with strep throat/scarlet fever should remain home for the first 24 hours of antibiotic treatment. A child remains contagious until he/she has been on antibiotics for 24 hours.
5. A child diagnosed with conjunctivitis may attend school after 24 hours of treatment. There should also not be any drainage from the eyes.
6. A child should stay home for at least 24 hours to rest if the following symptoms are present the morning of school or the previous night:
 - Vomiting and/or diarrhea, Fever >100 degrees, Itchy or reddened eyes with drainage, an unusual rash, a poor night's sleep due to illness, cough, etc.

Illness or Injury at School

Students who are ill or injured are urged to tell their teacher, Educational Assistants (EA) on duty, or the nearest staff member immediately. In the event of serious injury or illness at school, the school nurse will provide immediate first aid. If follow-up care is needed, or if the child cannot remain at school, parents will be notified. The nurse or principal will assume responsibility for determining whether your child should be sent home because of illness. Please do not send your child to school if you detect a fever, rash or other signs of illness.

Immunizations

The Immunization Law, Chapter 76, §15 of the General Laws states: "No child shall be admitted to school except as hereinafter provided." The provisions are:

- A physician's certificate listing immunizations given and/or the diseases the child has had.
- A physician's certificate stating immunization is contraindicated for health reasons.
- A parent or guardian statement that immunization conflicts with religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps, and rubella (German measles). Principals are responsible for refusing school admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Non-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as in compliance with the law. However, all immunizations must be complete for admission to kindergarten.

In addition, the Massachusetts Department of Public Health requires Hepatitis B immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into the 7th grade until 2002. Effective September 1996 a second dose of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992. A tetanus/diphtheria booster is required in grades 10 -12.

INSURANCE

A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

Pediculosis (Head Lice)

As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. Informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

Physical Examination

The state law requires that all students present evidence of a physical exam on entry into school (preschool *and* kindergarten) and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

Vision and Hearing Screening

All children are screened for vision and hearing annually in preschool. Parents of those children failing to pass either of these screenings will be notified. It then becomes the parent's responsibility to seek additional professional follow-up.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

Classroom Volunteers

Our school programs in the past have been successful because of the help from adult volunteers. Parents/Guardians "active" involvement is essential to a successful school experience. The ECDC staff welcomes volunteers and believes this partnership fosters the development of the "total" child. When volunteering, parents/guardians must turn off their cell phones. Please contact your child's teacher for detailed information.

CORI and Fingerprint-Based CHRI Checks

All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

Handbook

A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

Parent Communication Council (PCC)

This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

Sign-in

Volunteers are required to check in at the front office, sign in and take a visitor's badge.

PART III: FRANKLIN PUBLIC SCHOOLS DISTRICT POLICIES

This section contains School Committee policies that are applicable to students and families. The district's complete Policy Manual is located at http://franklinschool.vt-s.net/Pages/FranklinCom_Emanual/index. If you do not have access to the Internet or would prefer a paper copy of a policy, please contact the school Office.

This section is organized by policy number utilizing the following system:

A policies: Foundations and Basic Commitment Operations

B policies: Board Governance and Operations

C policies: General School Administration

D policies: Fiscal Management

E policies: Support Services

F policies: Facilities Development

G policies: Personnel

H policies: Negotiations

I policies: Instruction

J policies: Students

K policies: Community Relations

L policies: Education Agency Relation

Due Process for Student Discipline

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may

involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

File: ADC

No SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense. Suspension	\$100
	Third	Viewed as insubordination which may result in termination	\$100
	Fourth	*Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's), create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY—SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68
REF: Transportation Contract
Student Handbooks
Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICED FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

ACCEPTABLE USE FOR STUDENTS

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

File: GBAB-E2

**FRANKLIN PUBLIC SCHOOLS ACCEPTABLE USE STUDENT AGREEMENT
GRADES K-5**

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response

Unless the statement below is signed and returned, it is assumed that the student does not have permission to use technology in school.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher or other adult is present and I have permission to do so.
- I will not download any files or software without the permission of a teacher or other adult.
- I will never give out personal information about others or myself over the Internet.
- I will not use my name, only my first initial, if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that make me uncomfortable.
- I will be polite and only use language that is acceptable in my school.
- I will not harass or bully other students through the use of the computer.
- I understand that I may be subject to school-based discipline if I do not follow the rules.
- I understand that my parent/guardian will be notified if I do not follow rules.

Acceptable Use Student Agreement for Students K-5

Contract for use of Technology

Please return signed page to your classroom or homeroom teacher.

Failure to return this form to school indicates the student does not have permission to use technology at school.

We have reviewed the rules and agree to follow them.

Student Name (Print Name)

Grade

Date

Student Signature

Parent/Guardian Name (Print Name)

Date

Parent/Guardian Signature

Reviewed; Revised; Adopted: 9/22/10

Reviewed; revised 8/7/12

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)

Rehabilitation Act of 1973

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81
603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as "a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English." As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff

assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student's skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; "No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines
- A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan
- The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

1. All field trips contribute to the students' access to state and local curriculum standards;
2. All field trips have advance approval of the Superintendent or his/her designee;
3. All students have the prior permission of the parent/guardian for field trips;
4. The field trips are properly supervised by staff and parent/guardian volunteers;
5. All students are provided with full and equal opportunity for participation in field trips; and
6. Safety protocols are established and observed on field trips;
7. All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips JJE Student Fundraising Activities
Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

or

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance
Reviewed, no revisions 2/7/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents "proof of residency".

Exceptions to the policy are:

A. The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.

B. As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of "proof of residency" in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

JFAA-R

SCHOOL ADMISSION/RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child's parent or legal guardian having physical custody of the child. A student's actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Column B

Evidence of Residency

Evidence of Identification (Photo ID)

Record of recent mortgage payment and/or property

Valid Driver's License

tax bill.

Valid MA Photo ID Card

Copy of Lease *and* record
of recent rental payment

Passport

Other Government issued Photo ID

Landlord Affidavit *and*
recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- b. Tuition paying students, as permitted by law;
- c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.

2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.

3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

1. Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.

2. If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.

2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.

4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20
REF.: Franklin Public School Handbooks

File: JICF

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11
Reviewed, no revisions 3/3/12
Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4
Reviewed, revised, adopted by School Committee 3/26/13
Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(l) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.

- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06
Reviewed, revised, approved by School Committee: 3/27/12
Reviewed; Revised; 10/27/15

File: JJE

STUDENT FUNDRAISING ACTIVITIES

The Franklin School Committee recognizes the importance of fundraising activities of the PCC's, Booster Clubs, and student extra-curricular groups. Fundraising activities need to be approved in advance by the Principal and shall be in keeping with the mission of the Franklin Public Schools. Proposals to raise funds for charitable purposes or for the benefit of the school or community must be approved in advance by the Principal and Superintendent and must be consistent with the school mission.

No student shall be required to engage in fundraising as a condition of participation in any school-related activity or event.

CROSS REF: KCD Donations of Non-Budgeted Funds
KJA Relations with Booster Organizations
KBE School/Parent Organizations
KBE-E School Committee/Administration Participation in PCC/Booster Meeting Guidelines
JJF Student Activity Accounts
JLCCB Wellness Policy

File: JJN

HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program™*. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

1. School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
2. Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
3. Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
4. If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.

5. If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
6. If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
7. If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
8. The building administrator must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
9. In appropriate circumstances, law enforcement or mobile crisis may be contacted.
10. The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail within three school working days of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
11. Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
12. Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
13. Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

1. All written procedures must be reviewed annually and must be provided to school staff and parents.
2. The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - a. De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - b. Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - c. Demonstration of Safety Care Competencies™
3. Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
4. The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
5. The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
6. If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club

- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)
Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

LEGAL REF.: M.G.L. 71:53; 54; 54A, 54B; 55; 55A, 55B; 56;57
CROSS REF.: EBB, First Aid
Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57
CROSS REF.: JF, School Admissions
Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

1. A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
2. A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15
CROSS REF.: JHD, Denial of Admission from School Attendance
Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55
Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with Massachusetts State regulations as identified below. These regulations apply to "foods and beverages sold up to 30 minutes before the beginning of the school day or 30 minutes after the school day" All foods and beverages sold through vending machines must comply with these standards at all times. Competitive foods are defined as foods and beverages provided in:

1. School cafeterias, offered as a la carte items
2. School buildings, including classrooms and hallways
3. School stores
4. School snack bars
5. Vending machines
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered 30 minutes before the beginning of the school day until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are encouraged to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the Massachusetts School Nutrition Regulations for Competitive Foods and Beverages Table below for the standards.

MA School Nutrition Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013. <ul style="list-style-type: none"> • Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> • Foods shall not exceed 200 calories per item • A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable

Fat	<ul style="list-style-type: none"> No more than 35% of calories from fat* No more than 10% of calories from saturated fat* No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredient statement)
Foods and Beverages	
<ul style="list-style-type: none"> No food or beverage shall contain more than trace amounts of caffeine No food or beverage shall contain artificial sweeteners Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines Fryolators cannot be used to prepare competitive foods Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements Drinking water must be available to all students at no cost during the school day. 	

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students' cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (MMA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students are allowed to select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease

control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.

- In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:
Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring	Best Buddies
Middle School Magic	High School Experience
Wired Up Club	Anti-bullying Club
DARE Program	SADD

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0
Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.
Cross Reference: School Committee Policy JLCDD
Reviewed; Revised; Adopted by School Committee: 2/26/2013

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;

- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:
 "No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, "Managing Life-Threatening Food Allergies in Schools" and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E

Reviewed, Revised, 7/14/15

File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - b. The signs and symptoms of anaphylaxis.
 - c. The correct use of an Epi-pen.
 - d. Specific steps to follow in the event of an emergency.
4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.
5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

1. School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
3. Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
4. The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
5. Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
6. Notify staff the locations of Epi-pens in the school.
7. A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

1. Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
2. Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
3. Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
4. In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
5. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
6. The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
7. Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Emergency protocol will be in place in the event the nurse is not in the building.
10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
10. Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

1. Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
2. Leave information in an organized, prominent and accessible format for substitute teacher.
3. Participate in in-service training for students with life-threatening allergies
4. The teacher will implement the Individual Health Care Plan as necessary in the classroom.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
6. Advise parents of any school related activity that requires the use of food in advance of the project or activity
7. Limit use of food for instructional lessons.
8. Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Supply cleaning materials for washing and sanitizing tables as per district protocol.

2. Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
3. Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

1. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
2. Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

1. The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - a. Before or after school activity instructors
 - b. Coaches
 - c. Solutions Personnel
 - d. Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult.
2. An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
3. Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

1. Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
2. Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
3. Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
3. May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms
6. Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
7. Encourage your child to wash hands before and after handling food.
8. Teach your child to
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as he/she feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate.
 - e. Not share snacks, lunches, or drinks.
 - f. Understand the importance of hand washing before and after eating.

- g. Report teasing and/or bullying that may relate to the child's disability.
- h. Take as much responsibility as possible for his/her own safety.
- 9. As children get older, teach them to:
 - . Communicate the seriousness of the allergy.
 - a. Communicate symptoms as they appear.
 - b. Read labels.
 - c. Administer own epinephrine auto-injector and be able to train others in its use.
- 10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
- 11. Provide the school with the licensed provider's statement if the student no longer has food allergies.
- 12. Go on field trips and out-of-school activities with your child, whenever possible.
- 13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
- 14. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Do not trade or share food.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
6. Take more responsibility for your food allergies as you get older.
7. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected.

The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A
Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended

P.L. 103-382, 1994

M.G.L. 66:10 71:34A,B,D,E, H

Board of Education Student Record Regulations adopted 2/10/77,

June 1995 **as amended June 2002.**

603 CMR: Dept. Of Education 23:00 through 23:12 also

Mass. Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 s.34F which directs that "the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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.

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 the 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.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent 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
- b. In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- c. The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- d. Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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 the address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- a. The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- b. The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended

P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Public's Right to Know
Reviewed; no revisions 8/7/12

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered supervised visitation, or
 3. The parent's access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07
Adopted: September 26, 2006
Reviewed; no revisions 8/7/12

File: JS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act ("No Child Left Behind Act", P.L. 107-110, Dec. 2001)
Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09
Reviewed; no revisions 8/7/12
Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/ COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10
Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school MUST ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/13

DUE PROCESS FOR STUDENT DISCIPLINE

Respect is at the heart of Franklin Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Franklin Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Franklin Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all

relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Franklin Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin Public Schools is limited to students who are currently enrolled in and attending Franklin Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H ¼ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

SUSPENSIONS

The Franklin Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:

- 1. the rights set forth in 603 CMR 53.08(3)(b) ; and
- 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee 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 (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent 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.
- (d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, 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.
- (b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- (c) The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.
- (d) 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or his/her designee shall provide the parent, 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.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent 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. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent 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 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.

(e) 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 Appeal Hearing:

- (1) 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.
- (2) The student or parent shall file a 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar 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.
- (3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.
- (4) The superintendent shall make a good faith effort to include the parent 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 and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.
- (5) 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.
- (6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

LONG-TERM SUSPENSION/EXPULSION PROCEDURES FOR SPECIAL CIRCUMSTANCES:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
2. 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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.

- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

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

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

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 355 East Central Street, Franklin, MA.

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

Franklin High School



Student Handbook

2016-2017

If you need to receive a copy of this handbook translated in your spoken language, [your language here], please contact the principal's office.

"Si usted desea recibir una copia de este manual en español, por favor, contacte la oficina del principal."

Se você precisa de receber uma cópia deste manual em sua língua falada, os portugueses, contatam por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है।

FRANKLIN HIGH SCHOOL

<http://franklinhigh.vt-s.net>

218 Oak Street, Franklin, MA 02038-1895

The High School is staffed from 7:15 a.m. to 4:00 p.m.

HIGH SCHOOL DIRECTORY

MAIN NUMBER: (508) 613-1400

EXTENSIONS

High School Receptionist: Ms. Lauren McKeown 1402

MAIN OFFICE

Principal: Mr. Paul Peri 1410

Secretary to the Principal: Ms. Leslie Betts 1410

Deputy Assistant Principal: Mr. William Klement 1408

Assistant Principal for Special Education Ms. Pamela Myette 1409

Registrar: Ms. Ivy Patten 1403

Student Activity Accounts Coordinator: Ms. Michelle Hart 1406

Principal's Office Fax: (508) 613-1510

3rd FLOOR ADMINISTRATIVE OFFICE:

Assistant Principal for Student Services: Ms. Maria Weber 1422

3rd floor Secretary: Ms. Terry Beck 1420

Adjustment Counselor: Mr. Rene Schneeweis 1423

3rd Floor Fax: (508) 613-1513

2nd FLOOR ADMINISTRATIVE OFFICE:

Assistant Principal for Student Services: Mr. Craig Williams 1417

2nd floor Secretary: Ms. Kathy Fausnacht 1415

Adjustment Counselor: Ms. Laurie Turenne 1418

2nd Floor Fax: (508) 613-1512

1st FLOOR ADMINISTRATIVE

Assistant Principal for Student Services: Ms. Brenda Redding 1465

Secretary: Ms. Sue Robidoux 1461

Adjustment Counselor: Ms. Kathleen Giles 1464

1st Floor Fax (508) 613-1515

SPECIAL EDUCATION OFFICE

Team Chair: Ms. Catherine Klein 1463

Secretary: Ms. Sue Robidoux 1461

Special Education Fax (508) 613-1515

GUIDANCE

Director of Guidance: Ms. Heather McVay 1442

Guidance Secretary: Ms. Christine Stobbart 1441

Guidance Counselor: Mr. David Soulard 1449

Guidance Counselor: Mr. Joshua MacCreery 1443

Guidance Counselor: Ms. Jodie Walsh 1448

Guidance Counselor: Ms. Patricia Gardner 1447

Guidance Counselor: Ms. Kathleen Woods 1444

Guidance Counselor: Ms. Lauren Delello 1445

Guidance Counselor: Ms. Julianne Horner 1446

Guidance Office Fax: (508) 613-1514

ADDITIONAL SCHOOL PERSONNEL

Nurse: Ms. Melissa Conroy, Ms. Jennifer Graham 1470

School Psychologist: Mr. Michael Bowes 1462

Digital Learning Specialist: TBD 1438

Athletic Director: Mr. Thomas Angelo 1502

Assistant to the Athletic Director: Ms. Sue Jacobson 1501

School Cafeteria Office: Ms. Suzanne Sherrin 1475

Transportation: Ms. Denise Johnson (508)-553-4915

****PARENTS ARE ASKED TO CALL THE HIGH SCHOOL ATTENDANCE LINE AT 508-613-1401 ON THE DAYS THEIR CHILDREN WILL BE ABSENT OR TARDY.**

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I. INTRODUCTORY INFORMATION

PRINCIPAL'S WELCOME

August 2016

Dear Students and Parents:

I would like to take this opportunity to welcome you to the 2016-17 school year at Franklin High School. The purpose of this handbook is to provide students and families with information about the policies and procedures which govern academic and student life at the school. The policies and procedures set forth in this handbook are designed to promote a rigorous, safe and nurturing environment for students that enable the high school community to focus on the learning process.

Our Core Values articulate the beliefs about students and learning that have been long-held in the minds of our students, staff, parents and community. While the student handbook articulates the policies of the school, the Core Values guide our decisions and interactions within the school community. I encourage you to discuss these values with your family and find ways to support these as members of our school community.

We are	Passionate	about learning.
	Active	in the school and community.
	Nurturing	of others and ourselves.
	Thoughtful and respectful	in our actions and ideas.
	High performing	so we can achieve our dreams.
	Engaged	in our education.
	Responsible	for our learning and decisions.
	Supportive	of one another.

If you are new to Franklin High School, it is important that you read the entire handbook to ensure that you are familiar with the policies and procedures of the school. If you are returning to the school, you may wish to familiarize yourself with all policies and procedures, but focus on those policies which have changed from previous years. In order that this is easier for returning students, we have highlighted those policies which are new or have been revised.

I look forward to working with each of you over the course of the year and hope that Franklin High School is able to support you in your learning.

Regards,

Paul Peri
Principal

**FRANKLIN PUBLIC SCHOOLS
ADMINISTRATIVE PROCEDURES**

SCHOOL ATTENDANCE

File: JH

Student Absences and Excuses

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20
REF.: Franklin Public School Handbooks
Reviewed; revised: 11/21/13

File: JAB

HANDBOOKS ARE POLICY

The Student Handbooks which are approved annually; shall be considered School Committee Policy.
Adopted by School Committee 2/28/2012

FRANKLIN HIGH SCHOOL CORE VALUES

We are	Passionate	about learning.
	Active	in the school and community.
	Nurturing	of others and ourselves.
	Thoughtful and respectful	in our actions and ideas.
	High performing	so we can achieve our dreams.
	Engaged	in our education.
	Responsible	for our learning and decisions.
	Supportive	of one another.

Academic Expectations For Student Learning

In order for Franklin High School students to become responsible and passionate learners, we expect them to be able to:

1. Communicate effectively through
 - a. Listening
 - b. Speaking
 - c. Writing
 - d. A variety of media and techniques
 - e. Creating and performing
2. Read critically with understanding
3. Analyze and solve problems effectively by
 - a. Identifying, clarifying and describing issues/problems
 - b. Locating, organizing and processing information from various sources
 - c. Utilizing thinking skills and reasoning strategies
 - d. Creating, testing and justifying solutions and conclusions
4. Make interdisciplinary connections through
 - a. Observing and understanding connections within and between disciplines
 - b. Articulating and demonstrating these connections
5. Demonstrate knowledge and skills to promote health, safety and well-being of oneself and others.

Social and Civic Expectations

In order to help prepare our students to be contributors to our democratic society and an interdependent world, we expect them to:

1. Have respect for themselves and others
2. Be open minded and compassionate
3. Make informed decisions and accept responsibility for them
4. Be involved in school and community activities
5. Develop and cultivate knowledge of their physical, emotional and social well-being
6. Utilize effective problem solving strategies to resolve social and emotional issues
7. Be responsible citizens

Adopted: September 2008

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairperson
Ms. Cindy Douglas, Vice Chairperson
Dr. Anne Bergen
Ms. Vanessa Bilello
Dr. John Jewell
Ms. Denise Schultz
Ms. MaryJane Scofield

CENTRAL ADMINISTRATION

Dr. Maureen Sabolinski, Superintendent of Schools	508-553-4819
Ms. Peter Light, Assistant Superintendent of Schools	508-553-4820
Ms. Joyce Edwards, Assistant Superintendent for Teaching and Learning	508-553-4821
Ms. Deborah Dixson, Director of Special Education	508-553-4837

PARENT COMMUNICATION COUNCIL

Franklin High School has an active Parent Communication Council (PCC), which meets five times per year from 7:00 to 8:30 p.m. Parents are encouraged to become involved in the Parent Communication Council by attending as many meetings as possible. All parents are welcome. Check the website for specific dates.

This is a time to have any questions answered, to provide input, and to help make a positive impact on the school community. Some meetings are of an organizational nature, others may focus on a particular topic or issue of interest. We do not discuss individual student problems at these meetings. Members of the faculty are welcome to attend Parent Communication Council meetings if they wish to do so.

Please become involved in the Franklin High School community. Students do like and appreciate their parents and teachers being involved in school. Help us work together to continue to improve programs for our students.

SCHOOL COUNSELING PROGRAM

Franklin Public Schools School Counseling Program Description

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselor's role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post-graduate exploration, case management and crisis intervention are all designed to help students function more effectively, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post-graduate educational decision making. Counselors are available to consult with school based teams to provide

consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING GUIDELINES

Franklin Public Schools

School Counseling

Confidentiality Guidelines

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits. In our school counseling office, what is said here stays here with the following exceptions:

1. Harm to Self or Others

This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else’s health and safety, at risk needs to be reported.

2. Abuse or Neglect

If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).

3. Court and other Legal Proceedings

By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. Other Issues deemed related to school struggles

The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____
Counselor initials

Date

GUIDANCE DEPARTMENT

Guidance services are provided for each student in order to communicate the opportunities available for intellectual as well as personal growth. Guidance counselors will assist students to develop a meaningful high school program, to explore interests and abilities, and to develop educational and career plans. Students are encouraged to utilize the services provided by their counselor.

Services by the Guidance Department are available in the following areas:

Information: Group orientations, conferences, reference material about careers, colleges, and job training opportunities.

Placement: Counselors assist students to make the transition from Middle School to High School, from High School to higher education, and from high school to career.

Evaluation: Counselors provide thorough review of each student's areas of strength and weakness as shown by test results, academic activities record, and teacher observations.

Personal/Social: Each student has needs outside of the academic and occupational categories that require attention. In the counseling process he/she has the opportunity to realize his/her worth, his/her dignity as a human being and respectability as a unique individual.

PROGRAM OF STUDY

Franklin High School is a comprehensive high school. To meet the variety of student needs and abilities, courses are offered according to four criteria: content, classroom activities, instructional pace, and assignments outside the classroom. Many courses are sequenced and may have prerequisites. Within these guidelines, courses are open to all students. Schedules are refined to accommodate student needs as much as possible. Curricular offerings are reviewed annually. A complete description of courses may be found in the [FHS Program of Studies Booklet](#) and on the [Franklin High School website](#).

II. ATTENDANCE POLICY AND PROCEDURE INFORMATION

SCHOOL AND CLASS ATTENDANCE

Attending class regularly, doing assigned work, and class participation are directly related to success in school. There is no way to duplicate the classroom experience after a student has been absent. The school does not condone students missing school unnecessarily. If a student is to succeed in high school, regular attendance is important. The basic responsibility for the regular attendance of the student lies with the student and parent, [NOTE - All references to 'parent' mean parent(s) or guardian(s)]. The school will make every reasonable effort to inform parents of excessive absences from school or from classes.

Absences for any reason other than illness must be pre-arranged. School officials will not grant permission for a student to leave the school for any reason during the school day until a parent has been informed. Absences and tardies are part of a student's permanent record.

ABSENCE CALL-IN PROCEDURE

Please call **(508) 613-1401**

Attendance Line

Provide the following information when calling school personnel when your child is absent from school:

- Student's name and grade
- Date(s) of absences
- Reason for the absence

Do NOT leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for classroom teacher or for Solutions Personnel

When Should You Call the School Nurse About a Child with an Illness?

We encourage parents/guardians to call any time they have concerns about symptoms or an illness and specifically for the following reasons:

- A new medical diagnosis, or a change in your child's health status i.e. the diagnosis of an allergy
- A newly prescribed medication
- Any change(s) in a current medication
- A serious injury such as an illness, or hospitalization
- A fracture, sprain, stitches, cast or need for crutches/wheelchair
- A contagious disease such as chicken pox, flu, strep throat, whooping cough (pertussis), salmonella, measles etc.
- If your child is absent for an extended period of time with atypical symptoms for a prolonged period of time do not hesitate to call the nurse to share information
- If there are any recent changes in your family that may affect your child; such as, a birth, recent loss, or sudden illness.

ABSENT FROM SCHOOL POLICY: Documented / Undocumented Absence

Students must present a note signed by a parent or guardian to their house office upon return to school. The note must indicate the date(s) and reason(s) for the absence.

Students will not be required to present an absence note if phone verification of the absence has taken place ON THE DAY OF THAT ABSENCE. Any student who is absent and does not comply with the above stated procedure will be considered TRUANT/CUTTING CLASS and subject to disciplinary action.

AN ABSENCE NOTE OR PHONE CALL FROM A PARENT DOES NOT DOCUMENT A STUDENT'S ABSENCE. THE NOTE OR PHONE CALL IS A RECORD THAT THE PARENT/GUARDIAN WAS AWARE OF THE ABSENCE AND WHY THE STUDENT WAS NOT IN SCHOOL. In these instances, there is no school-based consequence until the student exceeds the limit for undocumented absences. (See below).

Documented Absence:

Students who wish to have an absence documented must present the required documentation when they return to school but no later **than 7 school days following their absence**.

Documented daily absences for the purpose of this policy are:

1. Family bereavement (parent note required)
2. Religious holiday (parent note required)
3. Absences due to illness (or a medical appointment) with written verification from a physician's office.
4. School-approved field trips (including a limited number of athletic events to be designated by the administration) the appropriate form signed by the parent granting permission and teacher approval.
5. Representation of Franklin High School in a school-related activity.
6. Suspension for violation of the school disciplinary code if the regulations of the suspension policy are followed.
7. Court appointment with official court time and date verification.
8. Nurse, guidance, or administrative appointment reported to house office by said staff.
9. For Grade 12 and 11 students ONLY: College interview/visit documented on college Letterhead (limit of 6 between Junior and Senior year).

Examples of UNDOCUMENTED ABSENCES (not a complete list):

1. Truancy
2. Tardy to school/class (20 minutes late)
3. Class cutting
4. Illness absence without documentation from a physician's office
5. Family vacations, trips, obligations, etc.
6. Unnecessary absences from class as determined by an administrator.
7. Any form of "Skip Day" (see below)

Special Note: Any student who is twenty minutes late for class or who is dismissed twenty minutes before the end of the class will be considered to have an undocumented absence unless the tardiness/dismissal falls in the category of documented absence.

COLLEGE VISITS

Juniors and Seniors will be allowed six (6) school days over the two-year period for visiting colleges

A verbal or written request from the parent must be approved by the Assistant Principal **BEFORE** visiting the institution of higher learning. Proper documentation (signed form or letter from the admissions office on school letterhead) must be submitted to the Assistant Principal upon return to school. **For seniors, college visits after May 1 require special approval from the Assistant Principal.** Underclassmen who wish to visit colleges must make special arrangements with the appropriate Assistant Principal to begin the documentation process.

SKIP DAYS

"Skip Days" are different than undocumented absences in that skip days are generally not isolated to an individual student, but instead involve a group of students. The administration reviews attendance on a daily basis and reserves the right to determine if a skip day has occurred. Reasons the administration may determine a skip day occurred include, but are not limited to: unusually high absenteeism or tardiness within a specific group of students or information provided to the school that a group of students has abused the attendance policy.

“Skip days” are not a tolerated practice at Franklin High School. Students are expected to be in school on all school days except for medical, bereavement, court, or other unusual approved reasons. Parents are asked to be particularly vigilant regarding school attendance if suspicion of a “skip day” arises. The school reserves the right to review all excuses and documentation on “skip days.” **The Principal and his designee(s) reserve the right to administer academic, social, and disciplinary penalties after the case has been reviewed.**

ATTENDANCE & LOSS OF CREDIT

The Franklin Public Schools expect parents and students to make every reasonable effort to have their child(ren) attend school every day. Attending class regularly, doing assigned work, and class participation are directly related to success in school. The basic responsibility for the regular attendance of the student lies with the student and parent, [NOTE - All references to ‘parent’ mean parent(s) or guardian(s)]. The schools uphold Massachusetts General Law, Chapter 76, Section 4 entitled “School Attendance.” This section of the General Laws requires parents to “cause” their children to regularly attend school. **(The complete Franklin Public Schools’ attendance policy is on page 9).**

UNDOCUMENTED ABSENCE LIMITS (per term)

The Franklin High School administration enforces its attendance policy, as required by the Department of Elementary and Secondary Education. However, knowing that student illness and extenuating circumstances arise, Franklin High School affords students a number of undocumented absences per term.

Classes that meet:

5 days during a 7-day cycle will have an absence limit of 5 days (4 days for seniors in last quarter)

2 days during a 7-day cycle will have an absence limit of 3 days (2 days for seniors in last quarter)

1 day during a 7-day cycle will have an absence limit of 2 days (1 day for seniors in last quarter)

For the purpose of this policy an absence is defined as having missed more than 20 minutes of a class. The accumulation of 3 tardies (missed less than 20 minutes of a class) will count as 1 absence.

Students who exceed the absence limit in a class will receive a letter grade for the term but will not be awarded credit for the particular class. Students and parents are encouraged to check attendance records regularly to ensure that students do not exceed the undocumented absence limit. Students and parents will have electronic access to attendance records via Aspen.

As a courtesy, if a student is approaching the absent limit in a term, the assistant principal will notify parents in writing either by mail or electronically. If a family does not have Internet access, they are encouraged to contact the school to arrange for paper copies of records to be provided. After absence notification is issued, it is the responsibility of the parent and student to monitor absenteeism and the absence limit. **Parents and students should be aware that tardies and dismissals without documentation will count as undocumented absences for missed classes.**

LOSS OF CREDIT FOR EXCESSIVE ABSENCES

Students who have excessive absences from school, even when documented appropriately, may be subject to credit loss. Excessive absences (undocumented or documented) are defined as missing the equivalent of 20% of a given class during the school year (36 or more absences total). In these situations, the Principal or designee will arrange for a meeting with the student and his or her parent/ guardian to determine if the student has been available to access sufficient curriculum to earn credit and to develop a plan to improve attendance.

LOSS OF CREDIT

All undocumented absences will count towards the undocumented absence limit (per term). Any time a student is not physically present in class, the student will be considered absent. When a student has exceeded the undocumented absence limit during any quarter, the Assistant Principal will send written notice to the parents as notification of **loss of credit and an opportunity to appeal** for that course for the quarter. At this time the parent will also be informed of the appeal process noted below.

LOSS OF CREDIT APPEAL PROCESS

1. Once the student exceeds the absent limit in a particular class, the student/parent will receive a Notice of Opportunity to Appeal letter and will have 7 days from the receipt of the letter to start the appeal process. Failure to do so within the five-day limit will deem the matter closed.
2. All appeals must be made in writing, via email, fax or paper.
3. Students and/or parents may appeal an undocumented absence to the Assistant Principal. After hearing the appeal and reviewing attendance records, the Assistant Principal will make a decision regarding the undocumented absence and loss of credit.
4. Students and/or parents may appeal the decision of the Assistant Principal to the Principal. Parents will have 7 days from the receipt of the letter to start the appeal process. Failure to do so within the seven-day limit will deem the matter closed.
5. After hearing the appeal and reviewing attendance records, the Principal may extend the absence limit if he or she is satisfied that an unusual circumstance existed with an absence(s), tardy(s), or dismissal(s).
6. If the appeal is denied, the Principal will send an official Loss of Credit Notification to those students who exceeded the absence limit without documentation and/or approved justification.
7. The Loss of Credit letter will include information about Credit Recovery.

CREDIT RECOVERY

When a student exceeds an absence limit in a class and loses credit for a term, he or she will be directed to make an appointment to see his or her guidance counselor. The guidance counselor will discuss the three options to recover the term credit. Students will declare their intentions on a Credit Recovery Form and submit the form to their guidance counselor. The following Credit Recovery Options will be offered to students:

1. **During the school year:** Students are required to attend the Tutoring Center for a designated number of sessions based on the number of undocumented absences over the designated limit. Students with nine or more undocumented absences will be required to complete PLATO modules (online, web-based instructional program) that align with the curriculum of class. Students may complete this online work during the school year and must achieve a score of 75 or better to receive credit for his or her work. *(If a student exceeds the undocumented absences in fourth quarter they may opt to complete work in Summer School or during the first term of the subsequent year)*
2. **During the Summer:** Complete PLATO modules (online, web-based instructional program) that align

with the curriculum of class. Students may complete this online work during summer school and must achieve a score of 75 or better to receive credit for his or her work.

3. **Retake the course or take an equivalent course:** Complete the course again next school year or, if applicable, take an equivalent course.

If a student fails a course and exceeds the absence limit in the course, PLATO will not be an option. The student will need to retake the entire course or, if applicable, attend Summer School.

CLASS CUTS

Classroom attendance is extremely important. There are very serious consequences for students who cut classes.

1. Any student cutting an assigned class will receive a "0" for any class work/tests missed and will be assigned an Extended Detention.
2. Chronic class cuts will result in assignment to Extended Detention, Friday Reflections, Academic Suspension, Social Suspension, and/or Out-of-School Suspension.
3. Students who do not maintain appropriate class attendance may be restricted access to or excluded from extra-curricular activities by the Principal or his designee(s) in addition to other school-based discipline.
4. If a student is removed from a classroom for inappropriate behavior, it is the student's responsibility to contact the teacher within 24 hours to make up the missed work.

TARDY TO SCHOOL

School begins promptly at 7:35 a.m. There is a 7:30 warning bell. Any student arriving after 7:35 a.m. is considered tardy and must report to the House Office for a tardy slip. Students will not be allowed into first period class without an admit slip/pass from the House Office.

1. All tardies will be undocumented with the exception of the following:
 - a. Medical appointments with a note from a physician's office designating time of appointment. (All such appointments should be scheduled outside of school hours whenever possible)
 - b. Family funeral
 - c. On highly unusual occasions deemed necessary by the Assistant Principal
Note: Car or transportation problems and oversleeping are not valid reasons for excusing tardiness to school.
 - d. Drivers License/ permit tests with documentation from the registry
2. Students will receive an office detention for each tardy. **One exception will be made each quarter for students who are tardy as long as the parent notifies school.**
3. If a student is tardy to any class for more than 20 minutes, they will be considered absent from that class and the absence will be recorded as undocumented. If a student is tardy (undocumented) to class 3 times, that will count as 1 undocumented absence toward the undocumented absence limit. Each time a student accumulates 3 tardies in a class an additional undocumented absence will be added.

Chronic tardiness to school will result in the assignment of an Extended Detention or Friday Reflections. When a student exceeds five (5) undocumented tardies in a term, he or she will receive an Extended Detention.

IMPORTANT NOTE: Students who drive to school and repeatedly violate the tardy policy will not be allowed to drive to school. Forfeiture of this privilege will be for a minimum of one (1) week.

TARDINESS TO CLASS

It is the student's responsibility to arrive at each class on time. Tardiness to class will not be tolerated. If a student is meeting with a teacher after class and believes he or she will not make it to his or her next class on time, the student is to obtain a pass from the teacher.

1. Students who are tardy to class may receive a teacher detention.
2. Once a student serves two (2) teacher detentions for tardiness to class, any additional tardiness will be referred to an Assistant Principal.
3. If a teacher deems a student's tardiness to class to be excessive (with regard to time), the student will be referred to an Assistant Principal.
4. Chronic tardiness to class may result in an Extended Detention, Friday Reflections and/or Pass Restriction.

If a student is tardy (undocumented) to class 3 times, that will count as 1 undocumented absence toward the undocumented absence limit. Each time a student accumulates 3 tardies in a class an additional undocumented absence will be added.

This procedure applies to all periods except for first period, where students arriving late to class are considered tardy to school and must report to their Administrative Office for a tardy slip. Students will not be allowed into first period class without an admit slip/pass from their Administrative Office.

TRUANCY

1st Offense	Zero in all courses on day of truancy. Parental conference required. Assignment of two (2) sessions in the tutoring center or Friday Reflections School Resource Officer will be contacted
2nd and Subsequent Offenses:	Zero in all courses on day truant. Parental conference required. Assignment of two (2) sessions in the tutoring center, Two Friday Reflections, or an In-School Suspension. School Resource Officer will be contacted

DISMISSALS FROM SCHOOL

Dismissal from school may be granted for medical reasons or home emergencies at the discretion of the School Administration. Medical appointments should be scheduled outside school hours whenever possible.

Dismissals will be allowed for the following reasons:

1. Medical appointments
2. Court or social service appointment
3. Family emergency (undocumented)
4. Family bereavement
5. Family vacation or family obligation (undocumented)
6. Representation of Franklin High School in a school-related activity.

7. Illness – as approved by the school nurse and/or administration (undocumented)
8. Unusual circumstance deemed appropriate by the Assistant Principal (may be documented or undocumented per Assistant Principal)

Upon returning to school, students must present documentation for the dismissal to their Administrative Office. **Parents and students should be aware that dismissals without documentation will count as undocumented absences for missed classes.** Furthermore, per the attendance policy, dismissals due to family vacations, family obligations or illness (without a doctor's visit) will count as undocumented absences for missed classes. Students shall have 7 days from the date of return to document the dismissal.

To obtain a dismissal slip, a student must bring a note signed by his/her parent or guardian requesting permission to leave school stating time, date, and reason for dismissal. Dismissal notes must also include the name and location of the doctor, and a telephone number where a parent may be reached during the school day. **Students dismissed for medical reasons must be dismissed through the school nurse. Students dismissed for non-medical reasons may be dismissed through their assistant principal.**

DISMISSAL NOTES MUST BE CONFIRMED THROUGH CONTACT WITH A PARENT PRIOR TO THE STUDENT LEAVING SCHOOL. PARENTS ARE ENCOURAGED TO CALL OR EMAIL THEIR CHILD'S ADMINISTRATIVE OFFICE IN THE MORNING ON THE DAY OF THIS DISMISSAL TO CONFIRM THE NOTE. IF THIS CONTACT IS NOT MADE, THE SCHOOL MUST CONTACT THE PARENT BY PHONE PRIOR TO ALLOWING THE STUDENT TO LEAVE.

Dismissal notes should be brought to their Administrative Office before FIRST period. After administrative approval, the student will be issued a dismissal pass which will in turn be shown to the teacher at the time of dismissal, and the student will bring the pass to the Main Office before leaving the building. Students will NOT be called down from class.

If a student has forgotten his/her dismissal note or requires an unexpected dismissal, that student will not be dismissed unless a parent or guardian comes to the Main Office to sign a dismissal note. For safety reasons relatives, neighbors, or friends cannot be considered substitutes for a parent or guardian. THE SCHOOL CANNOT DISMISS A STUDENT WITHOUT WRITTEN CONFIRMATION BY NOTE, FAX OR EMAIL FROM A PARENT, GUARDIAN OR EMERGENCY CONTACT.

All absence, tardy and dismissal notes must be signed by a parent or legal guardian. Notes from relatives, neighbors, or friends cannot and will not be accepted. The only accepted signature on any note will be that of a parent or guardian.

SPECIAL ATTENDANCE ISSUES

Student Not Living with Parent or Guardian

A student who is not living with a parent or guardian is expected to follow all the rules and regulation of the school in the same manner as all other students. Notes (to excuse absences, etc.) should be written by the adult member of the household in which the student lives. If the student lives in a situation where no adult authority is present, arrangements regarding attendance and discipline procedures must be set up by means of a meeting of the student and the Assistant Principal during the week when the independent living situation begins.

LAST DAY OF SCHOOL

Students are expected to fulfill final obligations including return of all books and other school materials. The last day of school in June is also the final exam make-up day.

FORGED DOCUMENT POLICY

The only accepted signature on any absence, tardy or dismissal note will be that of a parent or guardian. A student who forges or alters a parental note or school document (corridor pass, or note, etc.) will receive the following consequences:

1. Assignment of a Friday Reflections
2. Notification of parent
3. Verification of all future notes
4. Any further action deemed appropriate by an administrator

STUDENT ABSENCE NOTIFICATION PROGRAM

If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

III. ACADEMIC POLICIES AND PROCEDURES INFORMATION

GRADUATION REQUIREMENTS

Required Subjects and Credits:	Graduation requirements for the Class of:			
	2020	2019	2018	2017
English (Grade 9, Grade 10, Grade 11, Grade 12 (plus elective))	20	20	20	20
Math (not to include Computer programming)	20	20	20	20
Science (Biology, 2 full years additional sciences)	15	15	15	15
Social Studies (World History, 2 years United States History)	15	15	15	15
2 Year Sequence (For. Language, Business, Arts, Consumer Science)	10	10	10	10
*Wellness (Grade 9, Grade 10)	4	4	4	4
** Physical Education	-	-	-	-
Additional Credits	22.5	22.5	22.5	22.5
Total Required for Graduation	106.5	106.5	106.5	106.5

* Wellness includes Health & Physical Education (2 credits per year)

** Physical Education is required of all grades, but may be completed through an outside pathway for grades 11-12

Notes:

1. All graduation credits must be earned in grades 9-12.
2. Only courses that are completed will earn credit. Partial credit will not be given for courses that are not completed.
3. Determination and acceptance of transfer credits is at the discretion of the principal. Transfer credits must have been earned at accredited schools.
4. Credit is earned only for courses completed while in attendance at Franklin High School. The Principal or designee will determine if credit will be awarded to students who are tutored outside of the regular school day.

COURSE CREDIT

Courses at Franklin High School earn credits based upon the number of days a course meets per cycle of the course of a full year. For example, courses that meet 5 times per cycle for a full year earn 5 credits, while courses that meet five times per cycle for one semester earn 2.5 credits. Credit for all courses is weighted based upon these equivalents.

CREDIT REQUIREMENTS

Credits Required for promotion to Grade:

Grade	Credits Taken	Cumulative Credits	Required for Promotion
9	32	32	25
10	32	64	50
11	35	99	71.5
12	30-35	129-134	see table previous page

*Due to health and physical education requirements, not all students are required to carry the maximum credit load per year. As such, a range of credit requirements is published as a general reference.

GRADE POINT AVERAGE (GPA) CALCULATION

Grade Point Average (GPA) is tabulated according to utilization of a 5 point weighting system. This system is consistent with the requirements of colleges and universities for the method of reporting student GPA for the application process and is in compliance with the Massachusetts Board of Regents guidelines for computing weighted grade point average. Courses at Franklin High School are grouped in four levels and will be given differing weights in the computation of grade point average according to the chart below.

Table 1.
CURRENT GPA TABLE (EFFECTIVE 09-10)

	AP	H	CP	S
A+	5.00	4.50	4.00	3.50

A	5.00	4.50	4.00	3.50
A-	4.67	4.17	3.67	3.17
B+	4.33	3.83	3.33	2.83
B	4.00	3.50	3.00	2.50
B-	3.67	3.17	2.67	2.17
C+	3.33	2.83	2.33	1.83
C	3.00	2.50	2.00	1.50
C-	2.67	2.17	1.67	1.17
D+	2.33	1.83	1.33	0.83
D	2.00	1.50	1.00	0.50
D-	1.67	1.17	0.67	0.17
F	0.00	0.00	0.00	0.00

Weighted Grade Point Average (GPA) is determined by the weighting of marks received in each subject according to the degree of difficulty of the subject. Academic subjects are designated as Advanced Placement (AP), Honors (H), College Preparatory (CP), and Standard (S). Rank in class is based on courses in Grades 9-12 only. Rank in class is calculated using the following formula: $GPA = \frac{\text{course credits} \times \text{weighted grade}}{\text{weighted score in each course}}$. The sum of the weighted scores for all courses is then divided by the total number of credits earned during the student's career.

NOTE

1. All scheduled classes with a curriculum will be applied to GPA.
2. Two semester courses will be combined to equal one year-long class.
3. Independent study will not be applied to class rank.
4. Participation in the Self-Directed Learning Program (SDLP) does not earn credits or grades.

REPORTING OF STUDENT GRADE DISTRIBUTION:

1. A weighted GPA will be computed and will include all courses with a prepared curriculum.
2. A student distribution by decile will be developed, based on six semesters of grades. It will be distributed with the student's transcript and school profile.
3. Valedictorian and Salutatorian determination will be based on Weighted GPA.

TRANSFER STUDENTS/RANK IN CLASS

1. Only courses designated as honors or the equivalent thereof at the student's former school will be classified as honors courses for class rank at Franklin High School. The high school administration will interpret the appropriateness of a course designation.
2. To receive credit toward class rank at Franklin High School equaling that of the student's former school, the course at the student's former school must have equivalent hours and designation.
3. Only courses credited in the curricula at Franklin High School will be considered in class rank.
4. Students must complete two full years at Franklin High School to be considered in class rank.
5. In fairness to transfer students completing less than two years at Franklin High School, an approximation of class rank will be sent to colleges, and a letter from the student's guidance counselor will accompany the transcript for explanation.

PHYSICAL EDUCATION REQUIREMENT

Franklin High School recognizes that regular physical activity is important for all students. As such and consistent with Massachusetts General Laws, the school requires four years of physical education for all students in grades 9-12.

Grade 9 and 10 students will meet this requirement through their scheduled wellness course.

Students in Grades 11-12 may elect from 3 Pathways by which to meet the physical education requirement.

1. Through participation in the school physical education elective
2. Through participation on one of the school's athletic teams (SUBJECT TO ELIGIBILITY POLICIES AND COMPLETION OF THE SEASON).
3. Through participation in an outside of school organized physical activity or activities totaling more than 30 hours in a school year, including those listed or other activities that may be proposed by students, that receive prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component and be supervised by a certified instructor

Students will select a pathway as part of the course selection process. Students who select Pathway 2 or 3 must complete and return the Pathways selection form along with a detailed description of the activity by October 1st to their guidance counselor in order to gain final approval.

Students that elect Pathway 3 must receive prior administrative approval. In order to meet the requirements for approval, the proposed program must have a strong instructional component and be supervised by a certified instructor.

HEALTH EDUCATION REQUIREMENT

Franklin High School requires students to pass wellness education courses in grades 9 and 10 as a requirement for graduation.

HEALTH CURRICULUM EXEMPTION

The Franklin Public Schools, in compliance with federal and state regulations, developed a comprehensive health education program, which is implemented in our secondary schools. This program, developed in consultation with the Community/Health Education Advisory Council, strives to promote the health and wellness of the student population and to enable them to make informed decisions during their adolescent years.

As part of this comprehensive health program topics involving human sexuality are discussed and studied. Topics such as dating relationships and communication skills, abstinence, birth control, abortion, homosexuality and tolerance, prevention of HIV/ AIDS and other sexually transmitted diseases are all explored as part of the comprehensive high school health curriculum.

Under Massachusetts State Law and School Committee Policy, parents/guardians may exempt their child from any portion of the curriculum that involves human sexuality. To receive an exemption please forward a written request to the Franklin High School Principal prior to October 1 of the school year. Students exempted for this portion of the curriculum will not be penalized and will be provided with an alternative assignment.

If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Cerce. Ms. Cerce can be reached at 508-613-1660.

GRADING

I. Grades

Grades are the fundamental way we communicate with students and parents about students' progress in reaching their educational goals. It is important as a school community that we have a common understanding about our grading system.

Grades are a measure of the level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Grades must be fair and accurate and based upon a school-wide set of criteria.

At Franklin High School, grades may include but are not limited to the following data:

- a. Tests and quizzes
- b. Classroom participation
- c. Homework
- d. Special projects and reports
- e. Portfolios, journals, exhibitions
- f. Special requirements in departments such as physical education, art, and music.

Teachers decide what proportion of the grade each component of the marking system will have. Teachers communicate their marking system to students and thus to the parents at the beginning of the course so that there will be no misunderstanding about the expectations of the course. Grades measure mastery of subject matter in a course and not just a good faith attempt to achieve that mastery. Students must pass at least two quarters in order to be eligible for summer school. **Parents may appeal these criteria in writing to the principal. Appeals will be granted after input from the classroom teacher is sought.**

II. Grade Reporting

At the end of each term, an official report card is issued. A grade for each course, attendance, cumulative credits, and faculty comments are provided on each report card. The cumulative grade is the current overall grade average.

III. Report Cards

Report cards are issued four times during the school year. They are the official record of students' achievement and attendance. The symbols used on the card are as follows:

- | | |
|---|------------|
| A | Excellent |
| B | Very Good |
| C | Fair |
| D | Poor |
| F | Failing |
| I | Incomplete |

W	Withdrawn- No Credit
N	Medical excuse from Physical Education - No Credit

Grading System:

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

Attendance: The number of absences each term in each class appears on the report card in the column marked QTRAB. This includes all excused and unexcused absences. Separate entries appear for homeroom attendance, tardiness and dismissals. **Consistent attendance is essential for success in all academic endeavors.**

IV. Incomplete Grade policy

All students will be required to make up incomplete report grades within a two-week interval of the preceding marking period. Work not made up within this time will be recorded as 0 and the grade computed. The only exception to this policy is in the case of a student with extenuating reasons for absences. These cases should be brought to the attention of guidance and approved by the principal or assistant principal.

PROTOCOLS FOR HOME-SCHOOL COMMUNICATION

It is a long standing goal of the Franklin High School Improvement Council to foster strong school/parent communication. This practice is in keeping with education research that shows that it promotes and supports good education. This may be done in written form by a note or letter, telephone call, or e-mail. A response or return contact can be expected.

Notes to teachers may be left in the main office, sent with a student, or mailed to the school, addressed to the teacher. School telephones do not ring through to classrooms but voicemail may be left and retrieved by the faculty member. E-mail addresses are available to parents via the school website at <http://franklinhigh.vt-s.net/Pages/index> or printed school correspondence.

Protocols for Home-School Communication

Questions and concerns arise within any organization and it is important to know who to contact in order to receive the most accurate and reliable information. In the spirit of open communication, we ask the following protocols to be followed unless special circumstances dictate otherwise:

1. Students are asked to communicate directly with teachers when they have questions or concerns.
2. In the event that a student cannot communicate with a teacher regarding a question or a student is not satisfied with a response from a teacher, parents are advised to speak with their child’s teacher directly.
3. If a question or concern has not been answered satisfactorily by a teacher, students or parents are advised to speak with the Department Head or Director for the teacher’s curriculum area.

4. In situations involving discipline, parents and students are advised to speak with the Assistant Principal for Student Services for their grade if a Director or Department Head has not been able to answer a question or resolve an issue.
5. In situations involving academics, parents and students are advised to speak with the Assistant Principal for Academics if a Director or Department Head has not been able to answer a question or resolve an issue.
6. Parents are advised to contact the Principal if a situation brought to the attention of an assistant principal has not been resolved.
7. Parents are advised to contact the Superintendent of Schools if a situation brought to the attention of the principal has not been resolved.

ONLINE ACCESS TO STUDENT GRADES

ONLINE ACCESS TO STUDENT GRADES

Franklin High School uses Aspen X2, a web-based program that allows students and parents/guardians access to grades via the internet. Students attending Franklin High School and their parents/guardians will be provided an access code with which they will be able to view student grades in all courses.

The school will continue to distribute quarterly report cards. However, as students' parents have unlimited access to grades, the school does not distribute progress reports on a quarterly basis.

It is important for students and parents to understand that unlimited access to grades does not equate with instant access to grades. With this in mind, the school has developed the following guidelines to assist families and teachers in understanding the reasonable use of Aspen X2.

1. Teachers need time to grade student work. Quality feedback to students about their work is directly linked to improved student performance. As such, Franklin High School wants teachers to have enough time to provide meaningful feedback to students. Below are some rough guidelines regarding the grading of student work:
 - a. Homework: 2-3 days depending on the assignment
 - b. Quizzes: about 1 week
 - c. Tests and Short essays: 1-2 weeks
 - d. Moderate Essays, Labs: 2-3 weeks
 - e. Extended Essays or Research Papers: 3 weeks or more.
2. Grades will be updated on a weekly basis, but the grades will only include work that has been graded. **We ask families to refer to the guidelines above for detailed information.**
3. If a question or concern about a grade arises, students should make the first contact with teachers regarding the issue. This is consistent with the school's Protocols for Home-School Communication. If the issue remains unresolved, parents are encouraged to contact a teacher directly.

** If a family is unable to access the internet, they are encouraged to contact their Guidance Counselor in order to arrange for paper copies of progress reports to be sent home quarterly.

ACADEMIC HONESTY POLICY

As an academic community, Franklin High School will not tolerate academic dishonesty. Any activity of this nature is in opposition to the goals of the school as a place of learning and is contrary to the values of the school and the community. Dishonesty is not a private matter between teacher and student, but is a concern to the entire school community.

Academic dishonesty, external to Franklin High School, but implicitly related to the student's status as a Franklin High School Student, such as but not limited to College Board Examinations and college recommendations, will be considered particularly serious infractions of the academic honesty policy. It not only harms the individual student but it directly harms the reputation of Franklin High School and possibly the future prospects of other Franklin High School students.

Examples of academic dishonesty include, but are not limited to the following:

1. Plagiarism: The act of taking ideas, writings, etc. from another and passing them off as one's own.
2. Possession, distribution, and/or use of cheat sheets, unauthorized notes and/or information.
3. Giving or receiving information during quizzes, tests, or examinations, including the use of any electronic devices that transmit information, such as electronic language translators, cell phones, electronic devices, and graphic calculators.
4. Unauthorized collaboration on assignments
5. Unauthorized use, receipt, or distribution of quiz, test, or examination items or assessment questions.
6. Unauthorized use of materials intended for teachers' use.
7. Unauthorized use of computers and/or copying or misuse of computer files.
8. Use of online information without giving credit or using proper citation.
9. Unauthorized use, copying, and/or distribution of another student's work (homework, classwork, test or quiz answers, computer files, projects, etc.)
10. Providing another student with one's work (homework, test answers, essay, project, etc.)
11. False information included in college, scholarship, or financial aid application.
12. Cheating on college boards, achievements, or other standardized tests.

Consequences

Part I: The first violation of this policy by a student will result in the following consequences:

1. Teachers must notify, with a disciplinary referral, the appropriate assistant principal as soon as possible.
2. The administrator will then inform the teacher as to what further action will take place. A parent will be notified by the teacher. Written confirmation of this notification will be sent to parent by the assistant principal.
3. Students will receive zero for the academic work in question.
4. The student's activities will be closely monitored by all teachers and administrators and a second incident of academic dishonesty of any nature will result in the consequences

described in Part II.

5. Other appropriate action, including but not limited to disciplinary measures, may be taken according to the severity of the case.

Part II: The second violation of this policy in the same course by a student will result in the following consequences:

1. Parents will be notified and a parent conference will be arranged.
2. The student will receive an “F” in the course for the year, and not earn credit for the school year in the course in which the second offense occurs.
3. Students will be removed from all (and will not qualify for future positions) academic or honor positions which represent the school (including positions of honor at graduation).
Examples: Honor Society, Student Council, class office, representatives for academic competition such as Math Team; any graduation academic awards, places of honor at graduation ceremony.
4. The student will have placed in the permanent record file a letter citing the violation.
5. Other appropriate action, including but not limited to disciplinary measures, may be taken according to the severity of the case.

Part III: A Non-Course-Related Violation of this policy will result in the following consequences:

1. Parents will be notified. Written confirmation of this violation will be sent to the parent by the assistant principal.
2. The appropriate parties (such as College Board or College) will be notified.
3. Students will be removed from (and will not qualify for future positions) all academic or honor positions which represent the school (including positions of honor at graduation).
Examples: Honor Society, Student Council, class office, representatives for academic competition such as Math Team; any graduation academic awards, places of honor at graduation ceremony.
4. A letter citing the violation will be placed in the permanent record file.
5. Letters of recommendation by faculty will be excluded from the student’s college application.
6. Other appropriate action, including but not limited to disciplinary measures, may be taken according to the severity of the case.

Note: The second offense of dishonesty does not necessarily have to be in the same category as the first offense to constitute a second offense of academic dishonesty.

Note: Academic dishonesty may come in many forms. However, some incidents are more serious than others. Therefore, certain violations will be treated in a more serious manner. The school administration reserves the right and has the responsibility to make that determination and act accordingly.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) program, which is administered by the College Board, consists of college-level courses and exams for high school students. AP exams are scored on a range from 1 to 5. Scores of 3 or higher often qualify the student for college credit or advanced courses. Since its inception in 1955, the AP Program has been remarkably successful, and many students have earned college credit or placement in advanced courses. The AP Program at Franklin High School includes the following courses: English Literature and Composition,

Spanish, Biology, Chemistry, Physics, Environmental Science, Calculus, Statistics, U.S. History, European History, Economics, Studio Art, Music Theory, Government and Politics, Latin, French, and Psychology. **All students who elect an Advanced Placement course are required to take the AP exam or a teacher-developed final exam of equal rigor at the end of 4th term.** The cost of the exam is approximately \$90. Examination fees are waived for students who qualify for free and reduced lunch.

NATIONAL HONOR SOCIETY

Membership in the Franklin High School Chapter of the National Honor Society is an honor bestowed upon a student. Selection for membership is by a Faculty Council and is based on outstanding scholarship, character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities. (*NHS Constitution* Article VIII: Section 1)

ACTIVE participation is required for membership in the National Honor Society. Obligations include, but are not limited to,

- maintaining a 3.5 or higher cumulative GPA
- attendance at meetings (approximately once a month)
- participation in tutoring sessions (approximately once a month)
- participation in fundraising events (approximately two per year)
- participation in more than two current NHS service projects throughout the year
- participation in the development and completion of one additional service activity
- payment of dues (no more than \$20)

Conditions of membership in NHS

A member can be considered for disciplinary action including dismissal when performance falls below the acceptable levels of any of the standards by which he or she was selected, when the member fails to fulfill chapter obligations, or when the member is found guilty of violating school rules or the law. (*NHS Handbook*, page 84)

A member will be notified in writing for any of the above mentioned reasons and will be placed on probation. The probation letter indicates why the member is on probation, the action needed to fulfill unmet obligations, and a deadline as to when the obligation must be completed. Or, the member may receive a letter indicating possible dismissal.

For any of the above mentioned reasons, members will receive no recognition as a member of the Society. Members will not receive stoles, tassels, seals, etc. Members may also be dismissed from the Society. In this case, notification in writing will be made to the member as to the offense and to the official dismissal procedures.

Dismissal procedures include a written notice to the student and a hearing in front of the Faculty Council. The Faculty Council will determine whether or not the member is dismissed from the Society. The dismissed member may appeal the decision of the Faculty Council first to the principal and then as indicated under the local school district's policies governing disciplinary appeals in the school district, following the normal channels for an appeals process (*NHS Handbook*, page 85).

National Honor Society Selection Rubric

This selection rubric is used to assess candidates' strengths in the areas of leadership, service, and character. However, this selection rubric **only serves as a guide**, as all decisions concerning selection have a certain subjective element. The Faculty Council, not the rubric, makes the final determination of membership. (*NHS Handbook*, pages 35 and 46)

The following is a list of descriptors for each of the three qualities that will be assessed from the resume, essay, two letters of recommendation, and faculty comments.

Leadership

- Serves in a position/capacity of leadership on a team, club, department, committee, etc.
- Takes initiative to go "above and beyond" what is expected or what one is asked to do
- Inspires positive behaviors in others
- Delegates responsibilities and encourages active, meaningful contribution from all group/team members
- Is a leader in the classroom, at work, or in other school or community activities
- Promotes a positive spirit/culture in all social relations, and upholds the ideals of Franklin High students

Service+

- Participates in some activity outside of school such as Girl Scouts, Boy Scouts, religious groups, volunteer services for the elderly, poor, or disadvantaged
- Volunteers altruistically for the intrinsic value of the service not in expectation of compensation
- Enthusiastically assists in the day-to-day operations of the school (i.e. teachers, other students, maintenance and/or kitchen staff)
- Mentors in the community or students at other schools
- Works well with others and willingly on difficult or inconspicuous responsibilities
- Complete assigned tasks with a mature and eager disposition

Character*

- Consistently exemplifies positive and desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Cooperates by complying with all school policies and regulations and codes of student conduct
- Takes criticism willingly and accepts recommendations graciously
- Develops the highest standards of honesty, academic integrity, and reliability
- Regularly exhibits courtesy, concern, and respect for others
- Complies with instructions and rules, and displays personal responsibility

+With regards to service, the Faculty Council will look to distinguish commitment over the high school career as opposed to services for which students may only complete an activity once. For example, donating blood one time over the course of your high school career may show service, but it may not constitute the type of commitment **over time** that would designate a member of the Honor Society.

* In addition to the submitted selection materials, character will also be determined by any school records and **timeliness of submission** of selection materials, which adhere to submission criteria (Missing the submission deadline can be a reason for non-selection – *NHS Handbook*, page 47).

Candidates earn points depending on how many descriptors are met as determined by the Faculty Council

<i>Number of descriptors met</i>	<i>Number of points earned</i>
5 or 6	3
4	2
3	1
0 to 2	0

Guide to Selection

<i>Total Points Earned</i>	<i>Consideration</i>
8 to 9	Selection
6 to 7	Discussion
0 to 5	Non-selection

Notes to keep in mind about the selection process

- Every faculty member has the opportunity to recommend or not recommend a student for membership. However, the Faculty Council uses the recommendations at its discretion and is the sole decision-maker for selection.

Resume reminders

- Only activities you participated in as a high school student will be considered.
- Activities on the resume should show dedication and commitment over the course of your high school career.
- Awards, recognitions, jobs, etc. can be included on the resume after the Service section only if an explanation of how it reflects leadership, service, and/or character is included.

Policies regarding non-selection

- If a student is not selected for membership, the candidate **does not have the right** to learn the reasons why the Faculty Council denied their selection. Selection into NHS is a privilege bestowed upon students by the faculty of the school and not considered a right inherent to any student. (*NHS Handbook*, pages 35 and 61)
- It is a courtesy that candidates may see the advisor within two weeks of the date of notification of non-selection to discuss the criteria as indicated on the selection rubric.
- Please note that it is **not** the Principal’s role to overturn the decision of the Faculty Council, but to determine if there has been some kind of technical or procedural mistake. If an error is determined, the Principal will request that the Faculty Council reconvene to review the candidate’s selection materials a second time. (*NHS Handbook*, page 52)

Student/Parent Acknowledgement Form

As a member of the National Honor Society, I understand that it is my obligation to adhere to all qualifications for membership, including scholarship, service, leadership, and character.

In order to become a member of the Franklin High School Chapter of the National Honor Society, I must provide the Faculty Council with the following materials: resume, essay, verification sheet, two recommendations, and the student/parent acknowledgement form, per the specifications in the invitation letter, by the deadline of _____. I understand that the importance of this deadline is to ensure that the Faculty Council has an appropriate amount of time to review all candidates' selection materials in a fair and consistent manner. I understand that failure to meet this deadline may result in non-selection.

The materials I am submitting are complete and accurate per the specifications in the invitation letter.

Submission Materials	Student Initials	Parent Initials
My resume and essay, per the specifications in the invitation letter, are cut and pasted into the appropriate textbox on the NHS course on Its Learning.		
My verification sheet has signatures by someone who supervises me for all activities that I have participated in for the past 6 months.		
I checked with Faculty Advisor before the submission deadline to ensure that she received my two letters of recommendation.		Faculty Advisor's initials needed

I understand that if I am selected to be a member of the Franklin High School Chapter of the National Honor Society, I must be an active member. As an active member, my responsibilities include, but are not limited to,

- Attendance at all National Honor Society meetings
- Completion of all tutoring hours
- Participation in at least two mandated service events
- Participation in development and completion of at least one new service activity
- Participation in fundraising
- Payment of dues, not to exceed \$20

I understand that if I am not selected as a member of NHS, I do not have a right to due process. I understand that, as a courtesy, within two weeks of my notification of non-selection, I may make an appointment and meet with the Faculty Advisor to discuss the criteria for membership as per the selection rubric.

Student Name (please print): _____

Student Signature: _____

Parent Signature: _____

EXTRA HELP, HOMEWORK HELP and NATIONAL HONOR SOCIETY TUTORING

Teachers are available for after school help Monday through Friday unless a required department/faculty meeting takes precedence. Students should make appointments in advance to avoid scheduling conflicts. Communication of scheduling conflicts between teachers and students is encouraged. Students may also access

the academic center which is staffed by fully licensed teachers on Mondays, Tuesdays, and Thursdays from 2:15-3:45.

If students need help with homework, they are also encouraged to attend National Honor Society tutoring and homework help. The tutoring and help sessions, which are supervised by a FHS staff member and run by National Honor Society students, will be available in the Faculty Advisor's room on Mondays, Tuesdays, Wednesdays, and Thursdays, from 2:10-2:45 p.m. Students seeking help must arrive by 2:20 p.m.

FINAL EXAMS

Final exams are given to all students at the end of the school year. Exams are prepared by members of each department and given at a prescribed time in each course. To preclude any confusion or inequities in the administration of exams, it is imperative that parents and students make appropriate plans to ensure attendance during the exam days. Make-up exams in any subject will only be given with administrative approval by the principal or his/her designee. Failure to take the final exam in any course may result in failure in that course. **Only seniors who maintain an A- or a better average are exempted from final exams. (This exemption does not apply to Advanced Placement Courses.)**

HOMEWORK

Homework is an essential element of a student's educational progress at Franklin High School. Homework develops mastery of skills and material covered in class and effectively promotes independence, creativity and self-discipline in learning. Student achievement rises significantly when students conscientiously apply themselves to the careful completion of homework. Teachers regularly assign well-developed homework assignments that are directly related to work that is being done in the classroom. Parents help the educational progress of their children when they provide a suitable atmosphere for doing homework in the home, check each day to see that it is done, and provide assistance and advice as needed.

HONOR ROLL

The Honor Roll at Franklin High School is published four times a year shortly after the conclusion of each of the four marking periods. Honors classifications are:

High Honors
Honors

No grade below A-
No grade below B-

MAKE-UP POLICY

Unless other arrangements are made with the teacher, a student who has been absent will have one (1) day to make up work for each day absent or may, at the teacher's discretion, have extended time. Students must contact teachers on the day after an absence to make arrangements. No make-up work is permitted for truancy or class cut. The administration retains the right to determine if a "skip day" has been organized; in such case no make up will be allowed. Parent requests for school work (due to an impending absence) should be directed to a student's guidance counselor.

SELF-DIRECTED LEARNING PROGRAM (SDLP)

As an option for a 7th period, Grade 11 and 12 students will have the option to apply for a Self-Directed Learning Program (SDLP). Students will create and execute a plan to explore personal learning and career goals through a self-directed program of study. Students in the program will develop skills necessary for work and college, such as initiative, independence, time management, and personal responsibility while being afforded the opportunity to personalize learning and vigorously pursue individual areas of interest.

Overview:

Students apply by creating an independent learning plan. This plan may be based either on or off campus depending on the unique needs identified by the student in their plan proposal; however, the privilege of leaving campus will only be extended to students whose learning plan includes specific and legitimate reasons for doing so. Plans may include, but are not limited to:

- Online courses not offered by FHS
- Independent research proposals (not faculty guided)
- Internships/ work study opportunities
- Community service
- Teaching assistantships/laboratory assistants (requires teacher approval)
- Fulfillment of leadership responsibilities associated with school-based activities
- School-based tutoring
- Independent-unscheduled study time in support of identified personal academic goals
- Other legitimate options as proposed by students

Entry:

Applications are completed by the student and jointly approved by the administration and guidance staff. Application materials and scoring rubrics will be posted to the school website.

Eligibility:

Students must be in good academic standing, generally defined as making progress toward meeting graduation requirements for “on-time” graduation. Students must also be cleared for the program through administration for demonstrated commitment to responsible conduct, and maintain appropriate attendance standards during the program. Failure to meet these standards will result in assignment into a teacher-directed study or academic support.

Assessment:

Students will develop and maintain a digital portfolio of evidence that documents the activities included in the SDLP. The digital portfolio may include transcripts/progress reports (for courses outside of FHS), photos, videos, writings or journal entries, logs, or other evidence that was detailed in the accepted SDLP application. In addition to the portfolio, students will complete a self-assessment each term. Evidence will be dictated by each student, be specific to the proposed project, and detailed in the application. Work will be displayed publicly via the school website (excluding student records).

Additionally, the SDLP Coordinator reserves the right to meet with students at any point during the SDLP in order to ensure that students are making effective progress. Students whose progress is deemed unacceptable

may be put on probation or removed from the program at the discretion of the coordinator. Students placed on SDLP probation shall have two weeks from notice to demonstrate effective progress or be removed from the program and assigned into a teacher-directed study or academic support.

Recognition

Students in the SDLP do not receive grades or credit directly from Franklin High School. However, the SDLP will be listed on student transcripts and students may elect to share the outcomes of their project with colleges and universities as part of their application.

Franklin High School will submit transcripts from other education institutions on the student’s behalf if the student chooses to complete additional coursework outside of FHS as part of the SDLP.

Off-Campus Procedures

Students whose learning plans will be based off campus for any period of time must have a **Waiver and Release of Liability Waiver** form on file with the SDLP Coordinator that has been signed by a parent or guardian and notarized. (*See the Waiver and Release of Liability Waiver on pages 38-39*)

When a student will be leaving campus for a previously approved reason, the student will check out through the appropriate administrative office. Student identification cards (SIDs) will be used to check in and out of school. **It is expected that students carry SIDs at all times on or off campus.** While off campus, students are expected to conduct themselves as representatives of Franklin High School and act in a safe, responsible and respectful manner at all times. Students whose conduct does not meet these standards or violates any portion of the school’s code of conduct shall face disciplinary action consistent with the student handbook and additional actions up to and including removal from the SDLP.

The administration reserves the right to cancel off-campus participation due to inclement weather, safety risks, or other unforeseen circumstances.

FRANKLIN PUBLIC SCHOOLS / NON-SCHOOL SPONSORED EXTENDED FIELD TRIP WAIVER

WAIVER AND RELEASE OF LIABILITY

1. I/We, _____, as parent(s) / guardian(s) over hereby child _____ acknowledge my/our knowledge of and consent to the participation in a school-sponsored trip to _____ on _____, 20___.
(said trip referred hereinafter as “**the released activity**”) by _____, a student enrolled in Franklin Public Schools.

2. For good and valuable consideration, the sufficiency of which I/We hereby acknowledge, I/We do hereby waive, release and forever discharge **Franklin Public Schools, the Town of Franklin,** and their respective employees, agents, board members, officials, servants, volunteers, and representatives (hereinafter collectively referred to as “**the released parties**”), and others for whom **the released parties** may have legal responsibility, from and against any and all actions, claims, demands, causes of action, responsibility and liability for injuries, losses, or damages, including but not limited to personal injury, bodily injury, and/or

property damage, which I/We may have had in the past, may now have, or may have in the future as a parent/guardian of said minor child arising in any way, directly or indirectly, from said minor child's participation in **the released activity**, and any travel related thereto.

3. For good and valuable consideration, the sufficiency of which I hereby acknowledge, I/We do hereby agree to indemnify and hold harmless, including the costs of defense, **the released parties**, and others for whom **the released parties** may have legal responsibility, from and against any and all actions, claims, demands, causes of action, responsibility and liability for injuries, losses, or damages, including but not limited to personal injury, bodily injury, and/or property damage, which arise in any way, directly or indirectly, from said minor child's participation in **the released activity** and/or any travel related thereto.

4. I/We hereby acknowledge and agree that participation in **the released activity** is completely voluntary, that the minor child and I/We are free to choose to not participate in **the released activity**. I understand that the minor child's participation in **the released activity**, and/or any travel related thereto, may involve a risk of serious personal injury, bodily injury and/or property damage. I/We understand and acknowledge that I/We am/are consenting to the minor child's participation in **the released activity** with full knowledge of the dangers involved therewith. I/We hereby agree, on my/our own behalf and on behalf of the minor child, to expressly assume and accept any and all risks of personal injury, bodily injury and/or property damage, with full knowledge that **the released parties**, and others for whom **the released parties** may have legal responsibility, will not be liable for any such injury or damage.

5. I/We hereby represent that I/We am/are the custodial parent(s) and/or guardian(s) of _____ and have full legal authority to execute this Waiver and Release of Liability on behalf of the minor child, on my/our own behalf, and on behalf of my/our family as a parent and/or guardian of the minor child.

6. I/We have been advised by the Ravel vendor of recent and applicable travel advisories on travel for American citizens issued by the United States Department of State. We have undertaken such investigation of the effects of these travel advisories as we deem necessary. We hereby declare that the participation of the student in the released activity/trip is voluntary and undertaken with full knowledge of the risks inherent in participation in the trip.

7. I hereby agree to provide emergency contact information, medical information and insurance information regarding my child to the Franklin Public Schools as requested by Franklin Public Schools prior to my child's participation in the non school sponsored released activity.

I/We hereby acknowledge that I/We have had full opportunity to read and review this Waiver and Release of Liability and understand its contents. I/We execute this Waiver and Release of Liability voluntarily and freely.

**THIS IS A RELEASE OF CLAIMS AND WAIVER OF LIABILITY
READ CAREFULLY BEFORE SIGNING**

Parent/Guardian: _____ Date: _____

Parent/Guardian: _____ Date: _____

Witness to Signature(s): _____ Date: _____

Witness Print Name: _____

STUDENT IDENTIFICATION CARDS (Lanyards)

All students who attend Franklin High School will be issued an identification card with a lanyard. **It is expected that students keep the identification card (lanyard) with them at all times during school hours.** The ID card is chip-embedded and encoded to provide students with a variety of functions that include use in the cafeteria, café, library/media center, house offices, SDLP/Senior Project externships and access to certain exterior doors of the building during school operating hours (6:45 AM – 3:30 PM – times subject to change). Students will be issued one ID card during their four years at Franklin High School free of charge. If an ID card is lost or damaged it must be reported immediately to the main office and a new card will be issued. The replacement cost for a lost or damaged ID card is the responsibility of the student and is \$10.00. **Students who do not have ID cards when asked by staff during the school day will face progressive discipline, beginning with a verbal warning.**

SUMMER SCHOOL

Franklin students may earn credit during summer school provided that the final numerical average in the course is at least 50.

Parents may appeal these criteria in writing to the principal. Appeals will be granted after input from the classroom teacher is sought.

Students may take a course in summer school to improve their grade provided the course is taught at the same level. There are no honors courses offered in summer school. Under special circumstances, the teacher may waive the requirement and, in writing, recommend that the student earn or not earn credit that summer.

Summer school credits for courses that were passed but are being repeated for a better grade do not constitute additional credit toward the diploma or toward athletic eligibility requirements.

A withdrawn (W) from any course during the academic year shall disqualify the student from earning credit in summer school.

MEDIA CENTER

The Media Center houses approximately 24,000 books, a collection of cassette tapes, slides, video cassettes, magazines, DVDs, CDs and daily newspapers. Access to the collection is by computers located in front of the circulation desk. Also at the same computers, patrons may access several CD ROM indexes and full text periodicals and encyclopedias. The library also provides access to the internet and several CD ROMs on stand alone computers.

Most books are loaned for a three-week period and may be renewed, as long as no one has reserved them. Equipment use periods differ based on each individual item. If books or equipment are not returned after the third overdue notice, sign-out privileges may be taken away until the item is returned, renewed, or paid for. Back issues of magazines may be signed out for one week. Most reference books, including encyclopedias, may be signed out overnight. However, they are due the next school day before the first class period begins. The Media Center staff will be happy to answer your questions and help in finding what you need.

General Rules:

Passes

The Media Center is available to students during directed studies as space is available. Students are expected to sign up at the Library Help desk on the previous day as there is no drop-in usage.

1. Media staff have identified when space is available for student use.
2. The student will sign up online **one day prior to their directed study if they need to use the center.** To sign up for time in the Media Center, students should visit the center either before or after school on a day prior to the day they plan to use the center. Students should not be sent to the center during the school day to sign up for times.
3. Media Center staff will issue a pass to the student when they sign up to use the center. The pass will specify the student name, date, and time that the student may use the center.
4. The student will bring the pass to their directed study teacher at the beginning of the directed study period
5. The directed study teacher will sign the pass (legible signature) and write the time the student was sent to the Media Center and mark the student present on the classroom attendance.
6. The student will present the pass to the Media Center staff upon entering the center and sign in using the log.
7. The student will remain for the duration of the period.

Destruction of any book, magazine, equipment or furniture will be treated in the same manner as the destruction of any other school property: Notification of parents, reimbursement for replacement or repair, and possible suspension from school.

Students will be charged the full cost of replacing or rebinding lost or destroyed resources.

Students who use the internet are expected to have signed the internet Acceptable Use Policy and abide by it.

IV. HEALTH REQUIREMENTS, POLICIES

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

LEGAL REF.: M.G.L. 71:53; 54; 54A, 54B; 55; 55A, 55B; 56;57
CROSS REF.: EBB, First Aid
Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATION OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an interscholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57
CROSS REF.: JF, School Admissions
Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

1. A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.

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

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with Massachusetts State regulations as identified below. These regulations apply to “foods and beverages sold up to 30 minutes before the beginning of the school day or 30 minutes after the school day”. All foods and beverages sold through vending machines must comply with these standards at all times. Competitive foods are defined as foods and beverages provided in:

1. School cafeterias, offered as a la carte items
2. School buildings, including classrooms and hallways
3. School stores
4. School snack bars
5. Vending machines
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

MA School Nutrition Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> ▪ Must be 100% fruit or vegetable juice with no added sugar ▪ Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> ▪ Must be low-fat (1% or less) or fat-free ▪ Portion size limited to 8 ounce serving ▪ Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013. <ul style="list-style-type: none"> ▪ Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none"> ▪ No added sugar, sweeteners, or artificial sweeteners ▪ May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> ▪ Foods shall not exceed 200 calories per item ▪ A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> ▪ No more than 35% of calories from fat* ▪ No more than 10% of calories from saturated fat* ▪ No trans fat <p style="margin-top: 10px;">*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>

Sugar	<ul style="list-style-type: none"> ▪ No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> ▪ Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> ▪ All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredient statement)
Foods and Beverages	
<ul style="list-style-type: none"> ▪ No food or beverage shall contain more than trace amounts of caffeine ▪ No food or beverage shall contain artificial sweeteners ▪ Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> ▪ Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines ▪ Fryolators cannot be used to prepare competitive foods ▪ Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements ▪ Drinking water must be available to all students at no cost during the school day. ▪ Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either <ul style="list-style-type: none"> ▪ one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR ▪ be a combination food that contains ¼ cup fruit and/or vegetable AND <ul style="list-style-type: none"> ▪ If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein). 	

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> ● dark green ● red/orange ● beans/peas (legumes) ● starchy ● other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern

Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2016-2017. Students are allowed to select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school’s instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee	
Peer Leadership	Peer Mediation
Peer Mentoring	Best Buddies
Middle School Magic	High School Experience
Wired Up Club	Anti-bullying Club
DARE Program	SADD

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

Signs of Suicide (SOS) Program – (Health Program)

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

To proactively address these issues, The Franklin Public Schools is offering depression awareness and suicide prevention training as part of the SOS - Signs of Suicide Prevention Program. The program has proven to be successful by encouraging students to seek help for themselves or a friend and is the only school based suicide

prevention program listed by SAMHSA (Substance Abuse and Mental Health Services Administration) for its National Registry of Evidenced – Based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts. In a randomized control study, the SOS Program showed a reduction in self -reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help, if they need it

Students in grades 7 and 9 will participate in the SOS program during the 2016-2017 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you DO NOT wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Cerce at 508-613-1660. If we do not hear from you, we will assume your child has permission to participate in this program.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness

- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year’s annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school’s compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district’s Wellness Policy, the SWAC may conduct a baseline assessment of the schools’ existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C0 of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardian consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician’s order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must

be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;

The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;

The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;

There is on file a written authorization from the student's parent or guardian that the student may self-medicate;

There is on file a written order from the licensed prescriber for self-administration;

The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;

The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto- injector (Epi- pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS- 11 and then send a copy of the signed PPS- 11 and the Medical Statement for Children with Life- Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.

5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life- threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non- nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."
9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto- injectors (Epi- pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi- pen will be determined in each situation, including if the epi- pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.

13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

File: JLCDD

MANAGING LIFE THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C.

§1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR

210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E

Reviewed, Revised, 7/14/15

File: JLCDD-E

Protocol and Guidelines for Management of Life-Threatening Food Allergies in the Franklin Public Schools

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple

systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - b. The signs and symptoms of anaphylaxis.
 - c. The correct use of an Epi-pen.
 - d. Specific steps to follow in the event of an emergency.
4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.
5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.

6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

1. School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
3. Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
4. The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
5. Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
6. Notify staff the locations of Epi-pens in the school.
7. A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

1. Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
2. Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
3. Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.

4. In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
5. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
6. The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
7. Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Emergency protocol will be in place in the event the nurse is not in the building.
10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
11. Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

1. Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
2. Leave information in an organized, prominent and accessible format for substitute teacher.
3. Participate in in-service training for students with life-threatening allergies
4. The teacher will implement the Individual Health Care Plan as necessary in the classroom.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
6. Advise parents of any school related activity that requires the use of food in advance of the project or activity
7. Limit use of food for instructional lessons.
8. Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Supply cleaning materials for washing and sanitizing tables as per district protocol.
2. Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
3. Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

1. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
2. Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE OF CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

1. The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - a. Before or after school activity instructors
 - b. Coaches
 - c. Solutions Personnel
 - d. Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult.
2. An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
3. Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

1. Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
2. Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
3. Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
3. May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms
6. Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
7. Encourage your child to wash hands before and after handling food.

8. Teach your child to
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as he/she feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate.
 - e. Not share snacks, lunches, or drinks.
 - f. Understand the importance of handwashing before and after eating.
 - g. Report teasing and/or bullying that may relate to the child's disability.
 - h. Take as much responsibility as possible for his/her own safety.
9. As children get older, teach them to:
 - a. Communicate the seriousness of the allergy.
 - b. Communicate symptoms as they appear.
 - c. Read labels.
 - d. Administer own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
11. Provide the school with the licensed provider's statement if the student no longer has food allergies.
12. Go on field trips and out-of-school activities with your child, whenever possible.
13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
14. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Do not trade or share food.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
6. Take more responsibility for your food allergies as you get older.
7. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

DISMISSAL BY NURSE

If a student becomes ill and must be dismissed from school, his or her parent(s) and/or guardian will be notified first by the school nurse. Only if a parent or guardian is unavailable will the emergency contact individual be called. All students should have an emergency release card which contains important telephone numbers where parent(s), guardian(s) or an individual which the parent has designated can be reached should illness or an emergency occur. (Please keep the school posted if information on the card changes and needs to be updated.)

In general students who are ill will not be allowed to walk or drive home, if deemed inappropriate by the school nurse. A parent or his/her delegate will be expected to transport the ill student home. For the safety of all involved, parents and/or guardians are asked to come into the health center and sign a dismissal log when

picking up their ill student.

MEDICAL WAIVER and PHYSICAL EDUCATION EXCUSES

In order for a student to be granted a medical excuse from any course, including physical education, a **physician's certificate** designating the length of time and the reasons examination, as required by state law. This may be performed by a student's private physician or the school physician. (Parents are encouraged to use their own private physicians as the examination is much more complete with the availability of immunization updates and laboratory analysis.) If a student is to be excused from physical education due to medical reasons, the student must present a medical note from the student's physician to the school nurse. Statements are kept on file in the health center and reported to the appropriate teacher, the guidance counselor, and the assistant principal. Generally, and within reason, parents are asked to keep in mind that students are encouraged to participate in physical education classes whenever medically feasible, despite parental requests.

Athletic sport physical examinations are offered three times a year through the school. Dates and times of the physical examinations are made known and posted well in advance in the main office, athletic director's office and health center. They are held at the high school health center in mid-June for fall sports, mid- November for winter sports and in mid-March for spring sports. Physical examinations are valid for a period of twelve (12) months and must include the time interval in which the student participates in the sport. (For example, if a student has a physical for football in the fall, he or she will not require another physical in the spring to play baseball.)

All student athletes must present the school nurse, not only with the school or private physical examination form, but also with a **signed M.I.A.A. form** (available from the athletic director or school nurse) before participation is allowed.

Students are requested to be prompt for school physical examinations and also to have the necessary M.I.A.A. form signed by a parent or guardian, before the physical will be given. It is requested that students wear gym attire (halter tops for girls, gym shorts for all).

PEDICULOSIS

As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. Informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PREGNANCY

Pregnant students will be permitted to continue in school in all instances. The student, in consultation with the school staff, will develop an appropriate educational plan if it is agreed she should no longer attend school regularly.

Every effort will be made to see that the educational program of the student is disrupted as little as possible; that health counseling services, as well as instruction are offered; that return to school after delivery is encouraged; and that every opportunity to complete high school is provided.

LEGAL REF.: M.G.L 71:84
File: JIEE

SCREENINGS

Students in the ninth (9th) and eleventh (11th) grades are screened each year for vision and hearing. Heights and weights are also taken to measure proper rates of growth and development. Parents of students who show some deviation in their visual and/or auditory screenings will be notified. It then becomes the parent's and/or guardian's responsibility to ensure that the proper professional follow-up will be completed. Students in the ninth (9th) grade will also be screened for postural problems (scoliosis) in conjunction with physical education classes, as mandated by law. Since this is a health concern which is likely to develop during adolescent years of rapid growth, it is important for students to be assessed annually. Every student will be screened and will not be exempt unless a note from a private physician is provided, stated that the postural screening has been completed during the academic year starting in June. Although this screening is usually done during a physician's annual examination, it must be specifically noted by the physician, such as "postural screening negative" or "scoliosis negative" on the private physical examination form.

Initial screening will be conducted in physical education classes in late February into March by the physical education staff that have been trained to conduct these screenings. All students with questionable findings will be referred to the school nurse who will re-screen the student and make final recommendations.

**PLEASE DO NOT HESITATE TO CALL THE HEALTH CENTER WITH ANY
QUESTIONS AND/OR CONCERNS (541-2100 ex. 3080).**

V. CODE OF CONDUCT

DUE PROCESS

Please refer to the district policy on Due Process for Student Discipline on page 105.

CLASSIFICATION & CONSEQUENCES

GROUP I – Consequences of up to THREE Office Detentions

1. Tardy to School
2. In Hall Without a Pass
3. Disruptive Behavior in the Classroom/Hallway/Cafeteria/Office/Tech Center
4. Cutting Teacher Detention
5. Unauthorized use of electronic devices (1st offense – two detentions)
6. Unauthorized use of cell phone (1st offense – two detentions)
7. Driving to school without permission
8. Not following school's food and beverage policy
9. Not following science safety protocols
10. Financial/Technology Center Obligations
11. Public Display of Affection
12. Unprepared for physical education (3rd offense – one detention)
13. Unprepared for physical education (4th offense – two detentions)
14. Failure to return required school documents
15. Leaving class prior to the bell
16. Loitering in the hallways
17. Misuse of a hall pass
18. Parking violation (1st offense)
19. Pass Restriction violation
20. Chronic tardiness to class
21. Unprepared for class
22. Using unassigned locker
23. Leaving school locker unlocked
24. Dress code violation (1st offense)
25. Inappropriate language
26. Other behaviors requiring disciplinary action (to be specified on the referral form)

GROUP II - Consequences of up to THREE Academic Extensions / Friday Reflections or THREE DAYS IN-SCHOOL SUSPENSION

1. Repeat violation of Group I offenses
2. Excessive tardiness to school
3. Being in an unauthorized area
4. Skipping school
5. Cutting Office Detention
6. Ejection from Office Detention

7. Cutting Academic Center Session
8. Ejection from Academic Center
9. Cutting Friday Reflections
10. Ejection from Friday Reflections
11. Leaving school without permission
12. Smoking and / or possession of tobacco-related products (including lighters) – (first offense)
13. Not following school procedures and/ or policy
14. Disrespectful behavior
15. Cutting class
16. Truancy - Unauthorized absence for students under 16 years old.
17. Cheating
18. Plagiarism
19. Gambling / possession of gambling paraphernalia
20. Failure to verify an absence
21. Dress code violation (2nd offense)
22. Dismissed without proper protocol
23. Unprepared for physical education (5th offense)
24. Academic Dishonesty
25. Bus rule violation
26. Cafeteria / lunch rule violation
27. Forgery
28. Insubordination
29. Unauthorized use of cell phone (2nd offense)
30. Unauthorized use of electronic devices (2nd offense)
31. Parking violation (2nd offense)
32. Vulgar language / spoken / written / gestures
33. Disrespect
34. Failure to follow an administrative / staff directive
35. Failure to report to administrative office
36. Other behaviors requiring disciplinary action. (To be specified on the referral form)

GROUP III - Consequences of up to THREE DAYS OF OUT-OF-SCHOOL SUSPENSION.

1. Repeat violation of Group II offense
2. Insubordination
3. Excessive vulgar language / spoken / written / gestures
4. Violation of suspension protocol
5. Smoking and/or possession of tobacco related products, including lighters (2nd offense)
6. Misuse of school property
7. Dangerous / reckless behavior
8. Repeated violations of school policies
9. Excessive disruptive / disrespectful behavior
10. Accessory to or inciting a physical conflict
11. Acceptable Use Policy violation
12. Inciting a school disturbance
13. Unauthorized use of electronic video / still image device

14. Possession of forbidden articles
16. Ejection from Academic Suspension
17. Other behaviors requiring disciplinary action. (To be specified on referral)

GROUP IV - Consequences of up to FIVE DAYS OUT-OF-SCHOOL SUSPENSION. Any student who commits a Group IV Offense and may be transferred to the Principal for future disciplinary action.

1. Repeat Violations of group III offense.
2. Verbal assault/intimidation
3. Fighting/physical conflict in school / at school function
4. Vandalism / Tagging
5. Stealing or possession of stolen property
6. Smoking / possession of tobacco related products, including lighters (3rd offense)
7. Hazing (see section on Hazing)
8. Sexual Harassment (see section on Sexual Harassment)
9. Harassment (see section on Harassment)
10. Bullying / Cyberbullying
11. Hate Crimes
12. Possession of drug-related materials and/or paraphernalia
13. Possession of incendiary devices
14. Other behaviors requiring disciplinary action. (to be specified on referral)

GROUP V - Consequences of FIVE TO TEN DAYS OF OUT-OF -SCHOOL SUSPENSION. Any student who commits a Group V Offense and may be transferred to the Principal for additional disciplinary action.

1. Repeat Violation of Group IV Offense.
2. Arson
3. Abuse of or unauthorized use of fire extinguisher
4. Assault
5. Fighting
6. Assault of a staff member
7. False Alarm
8. Drug or Alcohol Violations - refer to the District's Drug and Alcohol Policy.
9. Weapons Violations (including fireworks) - refer to the District's Weapons Policy.
10. Fighting/Physical Conflict - 2nd incident in a student's high school career.
11. Willful Acts Against the School
12. Violation of the Safe School Act of 1994 - (see section on Safe School Act)
13. Violation of Provisions in the Education Reform Act of 1993 - (see District's Weapons Policy, and Education Reform Act of 1993)
14. Violation of School Safety Policy - (see section on School Safety Policy)
15. Other egregious behaviors requiring disciplinary action. (To be specified on referral form)

DETENTIONS

Students must report to detention prepared to do school work. There will be no food, drink, hats, cell phones, or electronic devices in detention other than chromebooks with the purpose of using them for academic work. In addition, no talking (or any form of communication) or disruptive behavior will be tolerated in detention. Students who do not adhere to these expectations will be removed from detention. The school administration places the responsibility upon the student not to accumulate detentions. It is the student's responsibility to complete assignments and to follow rules and regulations if he/she does not want to remain after school. While jobs and involvement in sports and other school based activities are judged to be very important, the serving of detention takes precedence with few exceptions.

Students will be given 24-hour notice prior to being expected to serve a detention with either a teacher or the office. Students may meet with a teacher for extra help during their detention. After meeting with the teacher, the student must report directly to the detention room.

Teacher Detention will be assigned by the teacher and held in his or her classroom. The length of a teacher detention will be determined by the teacher, but will not exceed one hour.

Office Detention will occur immediately after school Monday, Tuesday and Thursday, from 2:10 to 3:00 p.m. Students serving a detention will report to room 307, the Academic Learning Center immediately after school in order to sign in via the computer. If student wishes to serve the detention with another teacher, they must obtain a pass from the teacher that day indicating an appointment has been scheduled with the student. The student will still sign in at the computer in room 307 to receive credit, report to the teacher's room, and ask the teacher to sign the pass indicating the start and end time. The student will then report back to room 307 in order to sign out. The staff members overseeing the Academic Learning Center are responsible for: (1) logging in the students and (2) overseeing detention until the 3:00 PM ending time. The monitoring teachers are not responsible for negotiating any type of deal, bargain, or adjustment with a student around the issue of concurrent detentions or scheduling conflicts. The teacher's stance is simple: "Stay or go home. But if you go home, you must bring a written note (from a parent or guardian) explaining the situation to an assistant principal tomorrow morning." If the student must leave, the detention will still be served at the next possible date. The Assistant Principals will be responsible for the tracking of office detention attendance and instances of "cutting." The Assistant Principals will assume responsibility of reminding students who had multiple detentions assigned on the same day of their remaining obligations and will initiate and carry out the consequence for cutting a major detention.

Cutting an Office Detention will automatically result in progressive discipline and involve the student's parents in the problem-solving process. If the need for an alternative detention time should arise, the Assistant Principals will assume responsibility.

FRIDAY REFLECTIONS PROGRAM

A student may be assigned to a Friday Reflections by an administrator. This program starts at 2:10 P.M. and ends at 4:00 P.M. and will involve a written, guided reflection of the student's behavior. A student who does not attend or complete the obligation is subject to academic and/or out-of-school suspension.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Pursuant to the Due Process Procedures for Student Discipline outlined on page 107, students who are not in “good standing” may be removed from extra-curricular activities and honorary student held positions.

NO CONTACT ORDER

Students are expected to maintain healthy and respectful relationships with their peers. Franklin High School offers a variety of support – peer mediation, guidance and adjustment counselors, school psychologists, administration – to help navigate and improve these relationships. If a peer conflict does arise and cannot be resolved respectfully and collaboratively, the Franklin administration reserves the right to issue a No Contact Order between the students. Failure to adhere to the No Contact Order may result in school-based discipline.

NO CONTACT ORDER

NAME: _____

DATE: _____

Thank you for taking the time to talk with school administrator _____ today to discuss a conflict between you and the following peers: _____

After reviewing the conflict with all students involved, the following No Contact rules will be put into effect for everyone involved (both sides):

- a) There will be no texting between factions*
- b) No internet-based communication*
- c) No phone calls*
- d) No talking or other means of verbal communication*
- e) No third party communication*
- f) No viewing of each other’s blog and/or internet postings*
- g) No non-verbal communication*

The school resource officer will be given the names of all students issued no contact notifications, and a parent of each student will be notified of this contact notification agreement.

Violations of this No Contract notification order should be reported to your Assistant Principal so that a further investigation can take place and school-based discipline can take effect, as appropriate, according to the student-parent handbook.

By signing this agreement, I agree to the follow the No Contact rules as outlined above.

Student Signature

School Administrator

SUSPENSIONS

Pursuant to the [Due Process Procedures for Student Discipline](#), a student may be assigned to either an in-school or out of school suspension.

ALTERNATIVE ACADEMIC/ DISCIPLINE PROGRAM

The Pathways Program at FHS is a continuum of services which aims to meet the needs of students who, for various reasons, have encountered difficulty within the school setting. Pathways targets four specific populations: Alternative Education students, students returning post-hospitalization, school refusal students and students needing an alternative to suspension. All paths of the program will offer a therapeutic environment which will integrate goal setting, and social, emotional and academic skill building to help students develop self-confidence, change behaviors, reach their individual potentials, and ultimately realize success.

The Pathways:

The **Alternative Education** pathway is for students who have experienced difficulty within the large high school environment. Here, students will engage in differentiated opportunities in a small community of learners where they will engage in core academics, group process, and community work experiences. This small community will provide opportunities for students to develop friendships and experience both social and academic successes.

The **Transition** pathway is for students who are having difficulty with the complex social/emotional issues that adolescence brings. For students who have been hospitalized, this path will provide a temporary place where students will have the opportunity to transition slowly back into their academics. The path may also serve as a short-term interventional area/home base for students who continue to struggle with these emotional problems during the school day. Students may receive group counseling when appropriate, individual counseling and academic support if needed.

The **Behavioral Intervention** pathway is for struggling students which may, at the discretion of the Principal or designee be used as an alternative to suspension as circumstances dictate. This pathway serves as a short term skill development model which utilizes restorative discipline and goal setting to help reintegrate students to high school expectations and is designed to allow students to make academic progress consistent with MA General Law 37 ³/₄ .

VI. STUDENT EXPECTATION INFORMATION

ANNOUNCEMENTS

Announcements will be made through MediaCAST at 8:40 A.M, and notices should be submitted (clear, concise writing) via the Google form at least 48 hours before the event. Monday announcements must be submitted the week before the desired day of announcement. All announcements must have administrative

approval.

BOOKS AND EQUIPMENT

If a student loses or vandalizes a book, equipment, lock, or locker, he/she will be expected to pay for it.

STUDENT 1:1 LAPTOP PROGRAM

Ethical use of technology

Students at Franklin High School understand that technology must be used in ethical ways that promote a respectful, nurturing and supportive environment. As such, students are expected to use technology in compliance with the acceptable use policy and the code of conduct. The use of technology to harm, demean, or to create a hostile learning environment for others will not be tolerated.

1:1 devices and student responsibilities

All students at Franklin High School are provided a Chromebook for use throughout their four years at FHS. Once issued, the device becomes the responsibility of the student and any damage or loss will be the financial responsibility of the student. Students will be expected to return their device in good working order, free from damage prior to commencement during their senior year. The replacement cost of each school issued Chromebook is approximately \$300.00. Insurance covering the full replacement cost of the device is optional and may be purchased by the student at a cost of \$25 per year. The device remains the property of the Franklin Public Schools and the school reserves the right to periodically inspect devices (including the contents of devices) throughout the school year. Questions or concerns related to a student-issued Chromebook should initially be brought to one of the librarians in the Media Center. Students should not have an expectation of privacy in the school-provided Chromebook or its contents.

It is expected that each student brings their device to school each day fully charged. There are charging locations in each classroom, but access to these may be limited during class time. Students should clearly label their device so that it may be easily identified.

Insurance

Optional insurance for Chromebooks is made available to students, for a \$25 per year fee, through the school district. This insurance covers accidental damage and theft of the device. The program does not cover lost or misplaced devices. The school reserves the right to cancel insurance for students found filing an excessive number of claims. For purposes of this policy, a device is considered stolen only after the student has filed a report directly with the Franklin Police.

Insurance may only be purchased online via the link on the school website.

In the event a device is lost or stolen, and insurance was previously purchased students may file a claim using the form found on the school website.

Opt-out

Students may elect to opt out of the school's 1:1 program, but will be responsible for providing their own electronic device each day. Electronic devices must comply with the following requirements:

1. Ability to access wifi network.
2. Access full web-browsing capabilities via the Google Chrome Browser, including Google Drive and all related Google Applications.
3. Have a cover or case that can be closed at a staff member's direction.
4. Have full-day charge capability.
5. Cell phones are not compliant devices for the purposes of this policy.

Students who elect to opt out of the school 1:1 program understand that content on personal devices that are brought into school or access the school's network must comply with the acceptable use policy and violations of this policy may be subject to disciplinary action.

Parental Sign-off

All students attending FHS must have a parent complete the parental sign-off at which time the parent will indicate whether or not the student will participate in the program, and agree to the policies governing the use and responsibility for the Chromebooks, or if the student will opt-out of the program and provide his or her own device for school purposes.

Google Educational Accounts

Each student will be provided with a free Google account that provides access to Gmail, Calendar, Google Drive and Google Applications such as Docs, spreadsheets and others. The accounts provided are educationally based accounts and privacy rights are protected to a greater degree than with google accounts available to the public. To read more about Google privacy rights for educational accounts, click the link below

<http://www.google.com/edu/privacy.html>

It is important that students remember that the Google account provided to them is for educational use and remains the property of the Franklin Public Schools. As such, students may not use the account for purposes that do not comply with the acceptable use policy or the code of conduct.

Gmail

Each student is provided with a Gmail account for school use. This will be the only account that will be used for communication among students and staff at FHS. Students are expected to check their email account daily to ensure they remain up to date with all communications. Parents who wish to monitor communications for their student should request the password to the google account from their child. Parents will continue to receive communications from the school through the regular email account that each parent provided to the school which is visible in the Aspen Portal.

Content Filtering

Franklin High School employs a content filtering system that is applied to all computers in the school that access the network which limits students' access to content inappropriate for educational purposes. This same system is applied to all Chromebooks while students are at school and at home. Any attempt by a student to bypass this system will be considered a violation of the Acceptable Use Policy and may result in disciplinary action. Students who opt-out of the 1:1 program will not have content filtering available to them when not

using the school's network.

Technical Assistance

Franklin High School has a student technology help desk available to students throughout the day in the media center. Assistance is available before and after school as staffing allows. Students who experience problems with Chromebooks should seek help from the Technology Help Desk. If an issue is unable to be resolved, a tech support specialist can escalate the problem to the appropriate personnel. The school stocks a limited number of Chromebooks for loan in the event of a technical problem, but these items are not intended for use by students who forget to bring Chromebooks to school.

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

CELL PHONES AND ELECTRONIC DEVICES

The use of cell phones and other personal electronic devices is strictly prohibited. If a student brings a cell phone to school it must be stored in their locker. If a cell phone or personal electronic device (iPod, iTunes, MP3, etc.) is visible during school hours (7:35am-2:05pm) students will face progressive disciplinary action. Students who need to contact a parent or guardian may do so between classes in their administrative offices.

CELL PHONE / ELECTRONIC VIDEO AND STILL-IMAGE DEVICES

The unauthorized use of electronic video devices (handheld video camcorders, video cellular phones, and other electronic video or electronic still image devices) is prohibited at all times in Franklin High School. If a student uses an electronic video or still-image device in an unauthorized manner, the equipment will be confiscated, secured in their administrative office, and returned to his/her parent. Any unauthorized capture or distribution of electronic video or still images may result in disciplinary action and/or possible prosecution by the Franklin Police Department.

File JU

ELECTRONIC COMMUNICATION BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES POLICY

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students.

Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school.

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

DRESS CODE

Since Franklin High School is recognized as an educational environment and a place of business it is important that students dress in a manner conducive to good health practices and safety regulations. Dress should not hinder the educational process and should present a *comfortable atmosphere* for students, faculty and staff. If an administrator deems that a student's form of dress interferes with the educational process or presents an uncomfortable atmosphere, that student will be asked to make appropriate changes.

All students are expected to attend school appropriately dressed and properly groomed. Hats may be worn to school but must be removed upon entering the building and placed in lockers. Clothing that includes logos that in any way glamorizes the use or sale of alcohol/drugs, promotes hatred, or contains a sexually suggestive message, will not be tolerated in school or at school functions. Bare midriffs are not acceptable, and tops and bottoms should not expose the belly or back. No undergarments should be visible. Halter-tops, tube tops, spaghetti straps and/or plunging necklines are not acceptable. Underwear type shirts should not be worn as regular clothing. Jeans, pants, skirts and shorts should not inappropriately expose the body. Skirts and shorts should be as close to mid thigh in length as possible. Any manner of dress that the administration deems inappropriate will not be tolerated. Also, any chains or other items that can be used as harm inflicting devices will not be tolerated at Franklin High School.

In summary: **The "6 B's" should not be exposed at FHS:**

Bellies, Butts, Breasts, Bras, Boxers, Backs

EMERGENCY PROCEDURE / FIRE DRILLS

Fire drills will be held periodically throughout the school year. Students must familiarize themselves with the directions posted in each room and contained within this manual. Students will be informed of the proper exits. Full cooperation is necessary in the event of an emergency situation. Teachers will remain with their classes at all times. **When all students have filed quietly out of the building, teachers will direct them to an area away from the building and dumpsters where attendance will be taken and will remain until notification is given for return.**

Things to remember in the event of an emergency:

Move out as quickly and as calmly as possible.

Close all doors and windows and switch off lights.
No talking; we must be able to hear directions.
Stay with your class and teacher.

FOOD IN SCHOOL AND CAFETERIA POLICY

Outside of the cafeteria and the designated area in the Media Center food and drink WILL be allowed in the classrooms only by teacher discretion. **Students are not allowed to consume any outside beverage other than water in clear bottles during school hours.** Outside beverages (such as coffee drinks) are allowed only BEFORE 7:35 AM.

The school cafeteria is a vital part of the daily operation of our school.

The following regulations govern student behavior during the lunch period:

(Violations of cafeteria rules will result in progressive discipline.)

1. Food or drink may not be taken from the cafeteria.
2. When lunch period is over, students are to deposit paper and other trash in the proper receptacles. **ALL STUDENTS SEATED AT A TABLE ARE RESPONSIBLE FOR THE CLEANLINESS OF THAT TABLE.**
3. Students are expected to enter the cafeteria at the beginning of their assigned lunch and remain for the entire lunch period.
4. Students are not to throw anything at any time in the cafeteria.
5. Cutting in lunch lines is prohibited.
6. The consumption of food in the halls and classes will not be tolerated.

FORBIDDEN ARTICLES

Drug paraphernalia, weapons of any kind, any article resembling a weapon, radios, and beepers are strictly forbidden.

FORGOTTEN ITEMS, MESSAGES, DROP OFFS

Students must be responsible for picking up dropped off items such as money, lunch, books and projects. Items can be picked up in the main office between classes. Phone calls to classrooms will be limited. Students should NOT expect to be called down when items arrive.

GAMBLING

Students may not engage in activities that involve or promote gambling. Activities such as football, fantasy games, or other “pools” along with other forms of betting, card playing, games of chance, dice, etc. are prohibited.

LOCKDOWN AND EVACUATION DRILLS

Lockdown and evacuation drills will be held periodically throughout the school year. Students must familiarize themselves with the protocols outlined by the school administration, the Franklin Police Department, and other safety officials. Students will be informed of the proper exits and procedures. Full cooperation is necessary in the event of an emergency situation.

LOCKERS

Lockers are the property of Franklin Public Schools and are provided as a privilege for convenience only. The locker, in its entirety, including the space within the locker, shall be the property of the school. Students are cautioned that they may use the locker subject to the right of the school to open the locker at any time for inspection, and there should be no expectation of privacy in the student locker.

Homeroom teachers will issue lockers to students. Each student will be loaned a locker for his/her personal use. Students are to use only the locker to which they have been assigned. **Students are to keep lockers secured at all times to protect their property.** The school reserves the right to check lockers as determined by the Administration. **If you cannot open or secure your locker, report this difficulty to the first floor administrative office. Locker privileges may be revoked if students abuse the locker or have more than one person using a locker. In addition, students may face disciplinary action if they do not lock their locker.** Phys. Ed. lockers are not to be considered “secure” storage. Students should not keep valuable items in these lockers. **Franklin High School is not responsible for lost or stolen items.**

LOST AND FOUND

Lost and found will be located in the Main Office. All found articles, books, clothing, etc., should be turned in to the above mentioned area. Students who have lost an article may claim it upon proper description of the said article.

LUNCH ACCOUNTS

If your student has a prepaid account, their balance at the end of the year will carry over to the following school year. If you will be moving your child out of the Franklin Public Schools, or if your child is in 12th grade, please be aware that we cannot give refunds of unused balances. If your child has a remaining balance and will be leaving the Franklin Schools, you (the parent) can request that we transfer the remaining balance to another student - for example, we could transfer a remaining balance of a graduating senior to a younger sibling or friend. However, we cannot refund the money to you. (Requests for transfers from Seniors' accounts should be made prior to the end of the school year when the student graduates.)

Approved 2016-2017 Pricing

Elementary Lunch	\$2.50
Middle School Lunch	\$3.00
High School Lunch	\$3.00
Premium Meal (gr 6-12)	additional \$0.50
Breakfast	\$1.80
Adult Meal	\$4.00
Reduced Price Lunch	\$0.40
Reduced Price Breakfast	\$0.30
Milk	\$0.50

NO SCHOOL ANNOUNCEMENTS

“NO SCHOOL” announcements will be announced over Radio Station WBZ-Boston, WOON-Woonsocket,

WEEI-Boston, WMRC-Milford, WPRO-Providence, WCVBTV, Channel 5 between 6:30 and 7:30 a.m. Blackboard will also be used to notify students.

PARENT/TEACHER APPOINTMENTS

If parents would like to have a conference with their student's teachers, please call the guidance counselor or email the teacher directly to arrange an appointment for a parent/ teacher conference.

PASS POLICY

Media center Passes

The Media Center is available to students during directed studies as space is available. Students are expected to sign up at the Library Help Desk one day ahead as there is no drop-in usage.

1. Media Center staff have identified when space is available for student use.
2. The student will sign up at least one day prior to their directed study if they need to use the center. To sign up for time in the library, students should visit the center either before or after school on a day prior to the day they plan to use the center. Students should not be sent to the center during the school day to sign up for times.
3. Media Center staff will issue a pass to the student when they sign up to use the center. The pass will specify the student name, date, and time that the student may use the center.
4. The student will bring the pass to their directed study teacher at the beginning of the directed study period
5. The directed study teacher will sign the pass (legible signature) and write the time the student was sent to the library and mark the student present on the classroom attendance.
6. The student will present the pass to the Media Center staff upon entering the center and sign in using the log.
7. The student will remain for the duration of the period.

Extra Help and Make-up Passes

Staff may give passes to students seeking extra help or make-up opportunities at their discretion. Passes must be issued prior to the directed study period in which a student will seek the extra help. Staff should not give passes to students to complete work or make-up tests where they will not be able to directly supervise the student.

1. The student may request a pass from an academic teacher (not directed study) to make up work or seek extra help during a scheduled directed study. Passes are to be requested on the day before the directed study occurs and not at the time of the directed study.
2. No passes will be issued to students for a period in which they are scheduled into a non-directed study course.
3. The academic teacher will write the pass for the appropriate day/time for the student to seek extra help.
4. The student will provide the pass to the directed study teacher at the beginning of the directed study period.
5. The directed study teacher will sign the pass (legible signature) and write the time the student was sent to the library and mark the student present on the classroom attendance.
6. The student will report to the academic teacher.

7. When the student is done (with make-up work or help), the academic teacher will sign and time stamp the pass for return to the directed study
8. The student will present the directed study teacher with the signed pass at the end of the directed study period. This will be done for all students seeking extra help even if the help lasts for the entire period (students should plan to return to class with the signed pass prior to the end of class).

Guidance

Guidance appointments should be pre-scheduled by students. In an emergency, students may request a pass to see a counselor, but regular services such as scheduling and college planning are services are by appointment only.

1. The student will schedule meetings with the guidance staff one day prior to the directed study in which they would like to meet. Appointments are based on counselor availability.
2. The counselor will issue a guidance pass to the students with the date and time of the appointment clearly printed.
3. The student will present the guidance pass to the directed study teacher at the beginning of the period on the day of the appointment.
4. The directed study teacher will sign the pass (legible signature) and write the time the student was sent to the library and mark the student present on the classroom attendance.
5. The student will report to the guidance office with the pass
6. The Counselor will sign and time stamp the pass when the appointment is complete.
7. The student will present the pass to the directed study teacher upon returning to the directed study.

Nurse

1. The student may request a pass to the nurse as needed.
2. The teacher will complete the pass with the student name, date, and time and sign the pass legibly.
3. The student will present the pass to the nurse.
4. The nurse will sign and time stamp the pass for the student to return to class.
5. The nurse will call the classroom from which the student came if the student will return to class during the same period.
6. The student will present the pass to the classroom teacher upon return to class.

Bathrooms

1. Students may, at times, request passes to the bathroom.
2. Only one student at a time should be sent to the bathroom.
3. Teachers may use reasonable discretion in asking students to wait to use a restroom.
4. If a student communicates to the teacher that they must use the restroom urgently, the teacher will issue a pass to the student.

Lockers

Students are expected to be prepared for class and arrive with all necessary materials. Passes to lockers should only be issued in the event a teacher has requested something from a student and the student did not receive prior notice to bring materials to class.

POSTERS

All posters, flyers, notices, handbills, advertisements, signs, etc., must be officially approved and signed by the building administration before they are displayed in designated areas on school property.

VANDALISM

Any student found guilty of willful destruction of school property will be subject to the financial cost of repair or replacement and will also be subject to suspension or expulsion from the school system. Legal authorities may also be notified.

File: ADC (also JICG)

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension Viewed as insubordination which may result in termination	\$100
	Fourth	*Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

SMOKING/TOBACCO FINES

The Town of Franklin has authorized/deputized the Principal and Assistant Principals to issue fines of \$100.00 for smoking on school property.

STUDENT SURVEYS

Since 1991, and every two years, students in grades 6-12 in the Franklin School District have been involved in a very important survey regarding health risks. This survey is an important source of information that impacts curriculum, counseling, and interventions to assist students at risk. The survey is voluntary and strictly anonymous. A copy of the survey and the results are available through the Health and Physical Education Department Office, which is located in Franklin High School. Parents/guardians not wishing their children to participate must notify the building principal, in writing, within the first ten days of school. All Student surveys require prior administrative approval.

WORKING PAPERS

A student requesting a work permit may download an application from the Attorney General's web site at ago.state.ma.us or pick one up at the high school main office. The application must be filled out by the prospective employer and returned to the high school. If the student is under 16 years old, the form must also be filled out by a parent and the child's physician. When the completed form is returned to the high school, a work permit will be issued the following school day.

A parent, as well as the student, is required to come to the high school to sign the work permit when it is issued to a student under the age of 16. A student 16 and over sign the permit themselves.

During the school year, at least one day's advance notice is required for the issuing of working papers.

VII. TRANSPORTATION

File: EEA

STUDENT TRANSPORTATION POLICY SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B

regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10

Accepted by the School Committee 3/9/10

BUS PROCEDURES

All high school buses will stop around the school building for the loading of passengers starting in the front and circling around the field house.

Note: When a student boards the school bus, he/she is on school property. All rules and regulations of the school apply from the time a student boards the bus until he/she disembarks the bus. Inappropriate behavior is sufficient cause for permanent removal from the bus. These procedures govern student behavior anytime he/she boards a school bus.

BUS PASSES

Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus pass each day and to make sure that it is visible to the bus driver. In the event that a student forgets a bus pass in the morning, that student will be given one day's grace. If that same student does not have a pass the next day, he/she will not be allowed to board the bus.

In the event that a student loses a pass, there are temporary bus passes in the Assistant Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a \$5.00 charge for replacement bus passes.

SCHOOL BUS RULES AND REGULATIONS

1. Pupils being transported are under the authority of the bus driver who is subject to all school policies and regulations
2. Pupils shall be on time for the bus both mornings and afternoon. The driver is not required to wait beyond the scheduled departure time of the bus.
3. Pupils shall cross the road in front of the bus.
4. Students are to board and get off the bus at the school and stop to which they are assigned unless they have a note signed by the principal. **ALL NOTES FROM PARENTS MUST GO TO THE OFFICE. THEY WILL NOT BE ACCEPTED BY THE DRIVER.**
5. Students will not be allowed off the bus while waiting at any school or any other designated stop.
6. High school students will not be allowed to ride the elementary school buses. Any exceptions to this rule will be handled by the principals involved.
7. All articles such as athletic equipment, books, musical instruments, etc., must be kept out of the aisles.
8. While awaiting the arrival of the bus, students must remain well back from the roadway, in an orderly fashion.
9. The bus driver has full authority to assign seats to individual students if the driver feels it is in the interest of safety and/or good conduct.
10. No pets or animals will be allowed on the bus, except for service animals with prior approval of the Superintendent.
11. The bus driver has the authority to summon the police or school administrator in a situation of an uncontrollable student.
12. Pupils shall not extend their hands, arms, or heads through the bus windows and will not open any window without permission of the driver.
13. Nothing shall be thrown out of bus windows.
14. Pupils will converse in normal tones; loud or vulgar language, shouting, roughhousing or throwing things in the bus is prohibited.
15. Pupils shall be COURTEOUS to the driver, to fellow pupils and passersby.
16. Lighting of matches or cigarette lighters will not be allowed.
17. **SMOKING IS NEVER PERMITTED.**
18. Pupils will enter the bus in an orderly fashion and go directly to a seat and remain seated until the destination is reached unless instructed otherwise by the driver.
19. There shall be no littering or defacing of the buses. Vandalism of any type will require restitution and suspension from school.
20. Use, possession, or sale of drugs or alcohol on the bus is strictly forbidden.
21. NOTE: The emergency door must be used for emergency only. **DO NOT** touch any safety equipment on the bus.
22. It is essential that all pupils cooperate with the bus driver for the safety of all.

The above rules will be strictly enforced. The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the pupils. In the event of a discipline problem with a student, the driver will deliver the student to his or her destination and then notify the assistant principal or the principal.

MOTOR VEHICLES AND BICYCLES

The privilege of students using motor vehicles for transportation to and from school is a cooperative relationship which is permitted as long as it does not become a problem for parents and school officials.

Student's parking privileges are subject to revocation if conduct in school results in suspension when a vehicle is used to facilitate a violation of school rules. Parking privileges will be terminated for a length of time determined by the administration. In the event that school administration has reasonable cause to believe that a student has committed a violation of the disciplinary policy, or the student has in his/her possession or in his/her vehicle evidence that the student committed a violation of the disciplinary policy, the school administrator may search the vehicle parked on school grounds.

The following regulations must be observed. Failure to do so may result in the loss of this privilege.

- a. Each student who drives a motor vehicle to school must register the motor vehicle in the 3rd floor Administrative Office.
- b. Students driving motor vehicles to school must park in their assigned parking spot.
- c. Students must obey one-way signs as they exit from the parking lot.
- d. Rules of common courtesy and safe driving must be observed at all times when driving on school grounds.
- e. All motor vehicles should be locked after arrival in the morning.
- f. Motor vehicles are not to be used for any purpose during the school day without administrative authorization.
- g. During the school day, students are not to return to the parking area unless authorized to do so by a school administrator.
- h. Student motor vehicle registration permits may be obtained from 3rd floor Administrative Office.
- i. All bicycles should be parked on the bicycle rack at the rear of 2nd floor. No bicycles allowed inside the school building

Note: Any vehicle in the student parking lot without a registration sticker, or any student vehicle parked in any area other than their assigned spot will be towed at the student's expense unless approved by their Assistant Principal. The privilege of parking in the school parking lot can be revoked for violation of rules other than those pertaining to motor vehicles at the discretion of the administration.

VIII. EXTRA-CURRICULAR ACTIVITIES & EVENTS

Franklin High School extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Participation in clubs and activities at Franklin High School and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and good grades and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin High School is limited to students who are currently enrolled in and attending Franklin High School in good standing. Students not meeting these expectations may be excluded or face restricted access at the discretion of the Principal or his designee.

SCHOOL ACTIVITY & EVENT ATTENDANCE REQUIREMENT

Students who participate in a school activity scheduled outside the school day or on the weekend must be present in school on the day of the event or on the Friday preceding a weekend event. Students must be present for **4 out the 5 classes** in their entirety in order to be considered PRESENT for the purposes of this policy. Certain social functions within the school year may have attendance requirements that differ from those outlined in this policy. If so, the attendance requirements will be stated in the event contract for the function. Exceptions to this rule must be approved by the Principal and will be granted only under extenuating circumstances.

SCHOOL ACTIVITY & ATHLETIC EVENT BEHAVIOR

Your support and attendance at school functions and athletic events are strongly encouraged. While in attendance, students must adhere to school policy and demonstrate appropriate behavior and sportsmanship, as stated in the Code of Conduct and the MIAA guidelines. If a student is removed from a function or athletic event (home or away) due to behavioral problems, he or she must meet with the athletic director and an assistant principal during the next school day. After the meeting, the administration reserves the right to administer disciplinary action and restrict the student from attending school functions, activities or athletic events. Some behaviors may warrant a suspension from school.

SOCIAL EVENT RULES AND REGULATIONS

The Senior Banquet is for Franklin High School seniors ONLY.

The Junior Prom is the only formal social event of the year. A Franklin High School junior may bring a guest either from Franklin High School or from another high school. If the guest is from another school, the Franklin High School junior and the guest must complete the Franklin High School Junior Prom Guest Form, which requires the guest to obtain his or her school administrator's signature to verify he or she is in good standing. A guest who is not currently enrolled in school must arrange for a meeting with the principal and be granted permission to attend. Guests must be under 21 years old.

The Sophomore Banquet is open to all Franklin High School sophomores. Sophomores may bring Franklin High School freshman, sophomores or juniors as a guest. Franklin High School seniors and students from other schools cannot attend.

The Freshman Banquet is open to all Franklin High School freshmen. Freshman may bring Franklin High School freshmen or sophomores as a guest. Franklin High School seniors and juniors and students from other schools cannot attend.

Any exception to that policy will be made only by permission of the administration. IN ALL CASES any person who is not a student at Franklin High School must have written permission from the Principal to attend any school function.

The freshman and sophomore events will be held at Franklin High School. Outings planned for other locations require the approval of school administration. An out-of state site also requires approval of the School Committee.

Dances at the high school will begin at 7:00 p.m. and end at 10:00 p.m. Chaperones for the dances include one

high school administrator, the class advisor and six faculty members. Parents are welcomed as additional chaperones, and their attendance is encouraged. Please see social event regulations and contract.

Social functions, with few exceptions, are closed affairs, run exclusively for Franklin High School students. The hours of these social functions are from 7:00 p.m. to 10:00 p.m. Dances will be held for Franklin High School students only.

No one will be allowed to enter a dance after 7:30 p.m. unless he/she has written permission beforehand from a high school administrator. When a student leaves the dance, he/she will not be allowed to return. All outer jackets will be checked upon entering the dance. There will be no smoking on school property at any time. Violations are subject to a fine. Any student found in an unauthorized area during a dance or social function will be removed and will face further disciplinary action.

Misconduct on the part of any student will result in:

- a. Notification of parent
- b. Expulsion from dance
- c. Possible suspension from school or other school-based discipline
- d. Loss of privilege to attend future school events

SOCIAL EVENT CONTRACT

The Franklin High School (name of event) is a school-sponsored event; therefore, all rules and regulations relating to the Franklin High School Code of Conduct will be enforced. The purchase of a Franklin (name of event) ticket for yourself and signing below indicates your understanding of, and your responsibility to, comply with the following rules:

- All students and guests must arrive between 7 and 7:30 p.m. No one will be admitted to the Franklin Junior Prom after 7:30 p.m.
 - All students and guests are expected to stay until 11 p.m. If a student would like to leave early, he or she must meet with the Franklin High School administration before leaving. Parents will be called and notified.
 - No use or possession of alcohol or drugs will be tolerated.
 - No student will be allowed to attend the event who is under the influence of or in possession of alcohol or any other drug. The Franklin High School administration, the Franklin School Resource Officers and/or detail officers will make this determination. (One drink will constitute being under the influence.)
 - Students who violate these alcohol/drug regulations will be removed from the prom and referred to the Franklin administration. Parents will be called to pick up their son/daughter.
 - If a member of your party is under the influence or in possession of alcohol/drugs, all members of the party will be referred to the Franklin High School administration.
 - Any infraction of other school regulations that are normally grounds for suspension or expulsion will be strictly enforced. Under these circumstances, parents will also be called to pick up their son/daughter.
 - Franklin students and/or parents, relatives, friends and/or guests of Franklin students are NOT allowed to reserve hotel rooms the evening of prom.
- **Any student suspended for any reason, as a result of unacceptable behavior at the Senior Banquet, will not be allowed to attend graduation or go through the graduation ceremony.

Please remember, this is a special occasion. You are expected to conduct yourself in a way that reflects the special nature of this class event. ALL STUDENTS ATTENDING THE EVENT MUST BE IN SCHOOL ALL DAY ON THE DATE OF THE EVENT. NO DISMISSALS OR TARDIES WILL BE ALLOWED.

I have read the above regulations carefully and understand them. I understand that I am responsible for the behavior of my guest.

For the Junior Prom: A NON-FRANKLIN HIGH SCHOOL GUEST MUST COMPLETE A “PROM GUEST CONTRACT”, WHICH REQUIRES A SIGNATURE FROM THE STUDENT’S SCHOOL ADMINISTRATOR AND THE FHS PRINCIPAL. A Non-Franklin High School Guest must be a current high school student. The Principal reserves the right to make exceptions.

STUDENTS IN LEADERSHIP POSITIONS

Students in leadership positions -- class or club officers, elected student government representatives, team captains or co-captains -- will lose their positions for one year if they are in violation of the Drug and Alcohol Policy either in or out of school, if they become involved in serious violations of the law, or if they demonstrate chronic or serious behavioral issues in school. The leadership rule follows the same principles as the school’s Drug and Alcohol Policy in regard to the principle of “reasonable suspicion” not “probable cause”; therefore, anyone smelling of alcohol or marijuana, or behaving in a manner that would indicate ingestion of drugs or alcohol, is subject to the policy.

ELIGIBILITY FOR HONORARY POSITIONS

Students elected to honorary positions in the school such as Class or Student Council officer, member of the National Honor Society or captain of athletic teams must abide by the academic eligibility code of no more than one course failure per term. Additionally, those who conduct themselves in such a way at or outside school for a violation of the discipline code, drug/alcohol policy, or who are habitually tardy, absent, or dismissed from school may be removed from honorary positions. Eligibility for honorary positions at Franklin High School is limited to students who are currently enrolled in and attending Franklin High School in good standing.

COMMENCEMENT ACTIVITIES

An invitation to participate in commencement and senior week activities is extended to students in good standing and eligible to receive a diploma or certificate of attainment. This privilege is offered to students who have maintained a positive image for Franklin High School, upheld ethical standards in the community and school and whose conduct is in keeping with the guidelines of behavior established by the Franklin School Department.

GRADUATION CEREMONY

PLEASE NOTE THAT PARTICIPATION IN THE GRADUATION CEREMONY IS A PRIVILEGE AND NOT A RIGHT. The Principal has the authority to withhold this privilege for inappropriate behavior.

1. Participation in the graduation ceremony shall be only for those students who have successfully completed all requirements for graduation by the last school day for Seniors and who have satisfied all financial obligations to the school within five school days after senior dismissal day.
2. Per Department of Education policy, all students must pass required parts of the Massachusetts

Comprehensive Assessment System test (MCAS) in order to receive a diploma from Franklin High School.

3. The last school day for seniors shall be established by the committee in accordance with Massachusetts Regulations (603 CMR 27.03).
4. The date of the graduation ceremony shall not be more than 12 days before the last day of school (Ch.71, s.4). The actual date will be established by the Committee; the most preferred date being the first Friday in June.
5. The ceremony will take place in the gymnasium at 5:00 PM.
6. The names of all graduates (including those not in attendance for whatever reason) shall be announced during the Graduation Ceremony when the diplomas are presented.

ACADEMIC AWARDS

Awards for Academic Excellence are presented each year at Franklin High School to **seniors** who have the highest grade averages for their four years in the field of Art, Business, English, World Language, Music, Reading, Math, Social Studies, Health, Physical Education, Technology Education and Family and Consumer Sciences. Academic Awards to recognize high achievement in the **junior** year take the form of the College Book Awards at Class Day Exercises. Information about these is available in the Guidance Office.

IX. INTERSCHOLASTIC ATHLETICS

ATHLETICS

At Franklin High School, achievement and citizenship are of primary importance. In the classroom, the student is expected to put forth his/her best effort and to cooperate with teachers. It is a privilege to represent Franklin High School on the athletic field. It is expected that athletes have met the citizenship and achievement requirements and have demonstrated that they are the most skillful players at the school.

Athletes are responsible for being on time to school and classes, completing all class and homework assignments, making up schoolwork immediately after an absence and attending detention the day it is assigned.

Franklin High School is a member of the Hockomock League (Kelley-Rex Division), which consists of Attleboro, Canton, Foxboro, King Philip, Mansfield, Milford, North Attleboro, Oliver Ames, Sharon, Stoughton, and Taunton. Our teams compete throughout the year in the following team sports:

Fall Sports -

Cheerleading, Cross Country, Field Hockey (varsity, j.v., freshman), Football (varsity, j.v., freshman), Golf, Soccer (varsity, j.v., freshman - boys and girls), Volleyball (varsity, j.v., freshman)

Winter Sports -

Basketball (varsity, j.v., freshman), Cheerleading, Ice Hockey (varsity, j.v.) Wrestling (varsity, j.v.), Indoor Track & Field (boys and girls), Swimming (boys and girls)

Spring Sports –

Baseball (varsity, j.v., freshman), Softball (varsity, j.v., freshman), Tennis (girls and boys), Outdoor Track & Field (boys and girls), Lacrosse (boys and girls)

Athletic Award System

Every athlete who participates on a team will receive an honor certificate.

Varsity Awards:	First Season Letter & Pin
	Second Season Gold Bar
	Third Season Plaque
	Fourth Season 4-year Trophy

Note: An athlete who is removed from a team, or chooses to quit a team during the season, will receive no award or recognition.

WORLD OF DIFFERENCE PLEDGE

Franklin High School believes in the “World of Difference Pledge.” All Hockomock league schools and FHS athletes have endorsed this pledge by signing the athletic consent form and agree with the pledge which states “by signing this contract, I pledge from this day onward to do my best to interrupt prejudice and to stop those who, because of hate, would hurt, harass or violate the civil rights of anyone. I will try at all times to be aware of my own biases against people who are different from myself. I will ask questions about cultures, religion, and races that I don’t understand. I will speak out against anyone who mocks, seeks to intimidate or actually hurts someone of a different race, religion, ethnic group or sexual orientation. I will reach out to support those who are targets of harassment. I will think about specific ways my school, other students, and my community can promote respect for people and create a prejudice free zone. I firmly believe that one person can make a world of difference and that no person can be an “innocent bystander” when it comes to opposing hate. I recognize that respect for individual dignity, achieving equality and opposing anti-Semitism, racism, ethnic bigotry, homophobia, or any other form of hatred is a non-negotiable responsibility of all people.”

MIAA MISSION STATEMENT

The ideals of good sportsmanship, ethical behavior, and integrity should permeate all interscholastic athletics in our community. In perception and practice, good sportsmanship shall be defined as those qualities of behavior which are characterized by generosity and concern for others. Our athletic fields should be the laboratory to produce good sports reflecting “fair play” in every aspect of life.

ELIGIBILITY

To be a participant in athletics, a student must pass all courses with the exception of one at the end of the last marking period. Students must pass all but one course in the preceding year and fourth quarter to be eligible for a fall team. Incomplete marks do not count until they are made up, and students must make up all work to be eligible.

A student who has been ruled ineligible in a given season may not return to the team in that season of play.

A transfer pupil is ineligible for varsity athletics for one year unless there is a change of residence by his/her parents. Pupils who have passed their 19th birthday previous to September 1 are ineligible thereafter.

3. Attendance: No athlete may compete in an athletic event if that athlete has not been in attendance at school on the day of the event. This requirement includes being present on Friday for weekend athletic events. **In addition, athletes must be present for 4 out of the 5 classes in their entirety in order to be considered PRESENT for the purposes of this policy.** Exceptions shall only be in extreme cases and will be done through the Assistant Principal.
4. Outside teams: No member of any school team will be allowed to participate in two contact sports for the same season, for example, hockey and football. Any violation of this rule will result in the student being dropped from the squad.
5. Discipline: If any athlete receives a technical suspension or an out-of-school suspension, he/she will be suspended from all games and practices until the suspension has been completed and a parent, athlete, administrator conference has been completed. The earliest possible athletic participation is on the next school day after the suspension has taken place.
6. Dismissing a Team Captain: Any captain, who in the judgment of the coaches of that particular sport, is not conducting himself/herself in the best interest of the team may be dismissed from his/her captaincy, subject to the approval of the Athletic Director and Principal or Assistant Principal. The coach will make a report in writing to the Athletic Director in making the recommendation for the dismissal of a captain.
7. Practice sessions: Attendance will be taken at all sessions. Anyone who is late for practice must bring a note stating the time he/she left the person who detained him/ her. If possible, notify your coach in advance if you are going to be late. If it will be necessary for you to be absent from a practice for reasons other than absence from school, bring a note in advance from the person requesting your absence. Daily attendance will be checked by each coach. The athlete is advised to make all non-school appointments, such as dentist or doctor, on Saturday if possible. Unexcused absences and tardiness will not be tolerated and will result in the athlete being dropped from the squad.
8. Insurance: The school insurance does not cover the cost for prescriptions. Please note that this includes any athletic injuries.
9. Training rules for team members will be posted in the locker room, and explained to those participating by their respective coach.
10. Curfews may be imposed by coaches.
11. If it is necessary for the athlete to drop from the squad for any reason, he/she should show proper respect by telling the coach immediately.
12. Equipment: Students will be responsible for all equipment issued to them and lost equipment will be paid for at the Main Office.

13. Stealing will not be tolerated. Unauthorized use and possession of athletic equipment will be subject to disciplinary action and possible suspension from the team.
14. The professional staff will be responsible for reporting violations of athletic policies.
15. Coaches are always ready to assist athletes with any problems.

If there are any questions about these or any other policies or procedures related to the athletic program, please contact the athletic director at 508-613-1502.

X. FEDERAL, STATE & LOCAL REGULATIONS

ABUSE PREVENTION (“209A” ORDERS)

An **Abuse Prevention (“209A”) Order** is a civil court order that seeks to provide protection from physical or sexual harm caused by force or threat of harm from another individual. When Abuse Prevention (“209A”) Orders are in place between students, possibly calling for no contact between the students, the Franklin High School Administration will notify the local police, if and when, that order appears to have been violated. Police officers are required under the law to immediately arrest the defendant if there is probable cause to believe that the defendant has violated the order.

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, **any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity** shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected.

The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A
Adopted by School Committee: 9/11/12

PROCEDURES FOR REPORTING CHILD ABUSE/NEGLECT

- The mandated reporter is exonerated from filing with DSS if he/she immediately notifies his/her supervisor, in this case building principal, who then becomes responsible for notifying DSS. The Principal/Designee will also notify the Director of Pupil Personnel Services by phone before filing a 51A.
- Mandated reporters are absolutely immune to any liability, civil or criminal for filing a report of suspected abuse. DSS maintains confidentiality of the reporter.
- Complete DSS form and send one copy to the Pupil Personnel Services Office.
- Principal/Designee will contact administrator of the building where any siblings attend school before 51A is filed.
- Building personnel are encouraged to meet to discuss case and to gather data/documentation.

Franklin Public School educators who suspect a child is being abused or neglected shall report the following information to the principal:

1. Name and address of child and parent (or guardian)_____
2. Child's birth sex ___
3. Nature and extent of the child's injuries, abuse, or neglect_____
4. Any evidence of prior injuries, abuse or neglect_____
5. Action, if any, taken to treat, shelter, or assist the child_____
6. Name of person or persons making the report_____
7. Other pertinent information_____

8. DSS Contact _____

9. Reported by _____ Date _____ Time _____

DSS Whitinsville Phone: 508-929-1000 Fax: 508-929-1100
185 Church Street Director: Corine Contarino
Whitinsville, MA 01588

Commonwealth of Massachusetts
Department of Social Services

REPORT OF CHILD(REN) ALLEGED TO BE SUFFERING FROM
SERIOUS PHYSICAL OR EMOTIONAL INJURY BY ABUSE OR NEGLECT (51A)

Massachusetts law requires an individual who is a mandated reporter to immediately report any allegation of serious physical or emotional injury resulting from abuse or neglect to the Department of Social Services by oral communication. This written report must then be completed within 48 hours of making the oral report and should be sent to the appropriate Department office.

Please complete all section of this form. If some data is unknown, please signify. If some data is uncertain, place a question mark after the entry.

DATA OF CHILDREN REPORTED

Name	Current Address	Birth Sex	Age/ Date of Birth
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Sibling(s) Name	Current Address	Birth Sex	Age/ Date of Birth
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	
		<input type="checkbox"/> Male <input type="checkbox"/> Female	

PARENT, GUARDIAN OR CAREGIVER 1

Name: _____
First Last Middle

Address: _____
Street & Number City/Town State Zip Code

Telephone Number: _____ Age: _____

PARENT, GUARDIAN OR CAREGIVER 2

Name: _____
First Last Middle

Address: _____
Street & Number City/Town State Zip Code

Telephone Number: _____ Age: _____

DATA ON REPORTER / REPORT

Report Date: _____ Mandatory Report Voluntary Report

Reporter's Name: _____
First Last Middle

(If the reporter represents an institution, school, or facility, please indicate)

Reporter's Address/School Address: _____
Street & Number City/Town State Zip Code

Telephone Number: _____

What is the nature and extent of injury, abuse, maltreatment, or neglect, including prior evidence of same? (Please cite the source of this information in not observed firsthand.)

What are the circumstances under which the reporter became aware of the injuries, abuse or maltreatment, or neglect?

What action has been taken thus far to treat, shelter, or otherwise assist the child(ren) to deal with the situation?

Please give other information that you think might be helpful in establishing the cause of the injury and /or the person(s) responsible for it. If known, please provide the name(s) of the alleged perpetrator(s)?

Signature of Reporter:

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM’s). create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the school’s' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.”

The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual

orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyberbullying.

Cyberbullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District’s authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district’s bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014



What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010).

One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim's property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible*
- *from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

Report of an incident is received

Ensure safety of all students

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)

Speak to other relevant adults – teachers, counselors, and/or bus drivers

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

Report of an incident is received

Notify Supervisor

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other persons involved, including bystanders, witnesses

Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Identify bully/cyberbully and bystanders as appropriate

Identify victim(s) as appropriate

Include the School Resource Officer (SRO) as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Provide appropriate information to the parents/ guardians of the victim and the bully

Take steps to restore a sense of safety for the victim, witnesses and school community

If it is determined that a bullying incident occurred...

Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Take steps to restore a sense of safety for the victim, witnesses and school community

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00
CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00
Adopted by School Committee: 9/11/12
Reviewed; revised; adopted by School Committee: 8/11/15

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*TM. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

1. School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
2. Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
3. Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
4. If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
5. If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.

6. If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
7. If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
8. The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
9. In appropriate circumstances, law enforcement or mobile crisis may be contacted.
10. The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
11. Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
12. Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
13. Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

1. All written procedures must be reviewed annually and must be provided to school staff and parents.
2. The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care TM training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions

- Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies™
3. Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
 4. The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
 5. The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
 6. If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

DIRECTORY INFORMATION NOTICE

The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters unless the parent or eligible student specifically directs otherwise, as required by the No Child Left Behind Act.

DUE PROCESS FOR STUDENT DISCIPLINE

Respect is at the heart of Franklin Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Franklin Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Franklin Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored

events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Franklin Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin Public Schools is limited to students who are currently enrolled in and attending Franklin Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

SUSPENSIONS

The Franklin Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or

his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the

home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08(3)(b) ; and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee 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 (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent 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.

(d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or his/her designee shall provide the parent, 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.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent 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. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:
 - a) the process for appealing the decision, including that the student or parent 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 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.

(d) 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 Appeal Hearing:

- (1) 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.
- (2) The student or parent shall file a 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar 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.
- (3) The superintendent shall hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days, in which case the superintendent shall grant the extension.

(4) The superintendent shall make a good faith effort to include the parent 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 and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) 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.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents or guardians in discussions of the student's misconduct and to assist the student in re-engaging with the school community.

LONG-TERM SUSPENSION/EXPULSION PROCEDURES FOR SPECIAL CIRCUMSTANCES:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
2. 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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.

- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.

- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

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

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

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 355 East Central Street, Franklin, MA.

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615 (k), and with Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. Section 794 (A), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP) or a Section 504 Plan.

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days.

- If your child is suspended for more than 10 school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - Did the student’s disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - Was the conduct a *direct result* of the district’s failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP or Section 504 Plan and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according the school’s code of conduct. For students with IEPs, during the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IAES) for up to 45 school days. Your child may remain in this IAES for a period of time not to exceed 45 school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

School personnel will provide Parent’s Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding 10 school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Until issues are resolved, the student remains in his or her current placement.

DRUG / ALCOHOL POLICY

The District is committed to having “Drug Free Schools.” Recognizing that this goal can only be achieved if the administration has the authority it needs to carry out the Drug/Alcohol policy, the administration follows the principle of “reasonable suspicion” not “probable cause.” Therefore, students smelling of alcohol or marijuana, or behaving in a manner that would indicate possession or ingestion of drugs or alcohol, on Franklin Public School property and at school events, are subject to this policy, and could be asked to submit to a field sobriety test, a search, and/or a breathalyzer test by the Franklin Police. Refusal to do so will necessitate the student’s parents being called, and disciplinary action could follow.

1. Any possession, ingestion, or dispensing of drugs/alcohol must be reported to the Principal or designee. Any drugs/alcohol found on the school premises must be reported and turned over to the principal or designee.
2. In the case of apparent drug/alcohol violations, the parents of the offending student will be notified by the Principal or designee by telephone/certified mail.
3. When a student is found to be in possession of illegal drugs, the Principal shall notify the local police immediately. School authorities shall cooperate fully with the police officials.
4. The Principal shall report all instances of drug/alcohol related offenses to the Superintendent before the next school day and maintain a log of these offenses noting: date, student name, grade, sex, brief description of the offense, action taken, and other comments. The school will report names of students only in cases where the drug/alcohol violation involves illegal activity, i.e., possession of illegal substance and/or intent to sell or distribute.
5. In addition, the Administration will comply with any appropriate Massachusetts General Laws as well as MGL C272, S40A, Alcoholic Beverages in Schools, which states in part: “Whoever gives, sells, delivers or has in his possession any alcoholic beverage, except for medicinal purpose, in any public school building, or on any premises used for public school committee or other public board or officer, shall be punished by imprisonment for no more than thirty days or by a fine of not more than one hundred dollars, or both....”
6. Suspected drug abuse-related violations shall be reported to the School Nurse. The Nurse shall examine these students and advise the Principal concerning her findings.
7. INFRACTIONS:
 - a). Possession of drugs with intent to sell or distribute.
 - b). Possession of drugs, drug-related equipment or alcohol.
 - c). Ingestion of drugs or alcohol.
8. Consequences:
 - Notification of parent
 - Notification of law enforcement officials
 - Immediate suspension from school and possible expulsion/exclusion from school
 - Disciplinary hearing with the Principal

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation.

The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an

investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school -related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

HATE CRIMES

The Franklin Town Council has adopted Resolution 96-135.
Be it resolved by the Town Council:

1. That the Town of Franklin declares a zero tolerance policy for all hate crimes in the form of any overt action motivated by bigotry and bias, including a threatened, attempted, or completed overt act motivated by racial, religious, ethnic, handicap, gender, or sexual orientation prejudice, or which otherwise deprives or seeks to interfere with or disrupt the exercise of a person's constitutional rights by threats, intimidation or coercion.
2. That the Town of Franklin's public officials and officers be charged to pursue such policy by fully applying the powers of enforcement established under the Massachusetts General Laws at Chapter 22C @ 32; Chapter 265, S37 and S39; and Chapter 266, S127A; and Chapter 272.

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICF

HAZING

Ch. 269., S 17 Crime of Hazing: Definition: Penalty

Whoever is a principle organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than a year, or both fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen (18) and nineteen (19), shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action. Added by S.1985, c.536, amended by St. 1987, c.665.

Any student who takes part in the organization of or who is a participant in the crime of hazing shall be suspended from school and the club, event, or activity to which the hazing was related and from all other clubs, events, or activities in which he/she is a participant.

In addition, the incident and name of student(s) will be reported to the Franklin Police Department for investigation and prosecution.

This policy is disseminated in the following manner:

1. It is mailed to parents to read and review. A signed receipt must be returned to Franklin High School on the opening day of school.
2. Each coach/captain and each advisor/club president must present and review the hazing law at the beginning of the season/activity. A form which certifies this review is signed by both the coach/advisor and captain/president and is then submitted to the principal.
3. All signed forms and coach/advisor forms are kept on record in the principal’s office.

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, club or band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

Parents and student-athletes who plan to participate in any sports program at the Franklin Public Schools must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law.

The first online course option is offered through the National Federation of High School Coaches. You will need to click the "order here" button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes:

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

The second online course option is offered through the Centers for Disease Control and Prevention at:

http://www.cdc.gov/concussion/HeadsUp/online_training.html

The district's Head Injury-Concussion Policy and required forms can be found on the Franklin Public School's Website at <http://www.franklin.ma.us>.

This information can also be found at the high school website under the Athletic Department Tab at <http://franklinhigh.vt-s.net>.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

Adopted by School Committee 7/12/11

Reviewed. Revised 1/21/12

Reviewed, Revised 2/7/12

State Concussion Law Requirements:

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student athletes and their parents, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for “return to play.”

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the District’s recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student’s educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician’s Statement form (form 23R/3) that is completed and signed by the Student’s attending physician. The District may seek parental permission to speak with the physician in order to clarify the student’s medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)
Adopted by School Committee 7/12/11

File: IHBG

HOMESCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Homeschooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children.
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the homeschooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a homeschooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The homeschooled student who accesses Franklin Public Schools athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the homeschool plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines.**

- **A homeschooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the homeschooled student has passed or failed each course identified under the approved homeschooled plan**
- **The homeschooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines.**

Homeschooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Homeschooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

Homeschooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Homeschooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS: M.G.L. 69: ID; 76:1, Care and Protect of Charles Care and Protection of Charles – MASS. Supreme Judicial Court 399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IHBG-E

HOMESCHOOLING GUIDELINES

The General Laws of the Commonwealth is defined and serves as the base of our work with parents who wish to provide home education to their child(ren). The following guidelines will assist the parent and the school in meeting state requirements.

Parents are required to seek approval before beginning a program of home education for their children. The School Committee delegates the approval of home instruction to the Superintendent.

The school district may, at its discretion, grant automatic approval of all homeschooling proposals establishing, if desired, an annual review process acceptable to parents and school officials.

The law allows, but does not require, school officials to ask parents the provide the following:

1. Information about the parent’s academic credentials or other qualifications;
2. A description of the proposed educational program/curriculum;
3. Access to the kind of educational materials the parents expect to use;
4. Agreement on no more than one kind of periodic reporting or evaluation.

The Franklin Public Schools have chosen to consider all of the above criteria when reviewing home education applications. However, it is important to advise that approval will not be conditioned on requirements that are not essential to the State’s interest in ensuring that all children will be educated. Non-essential requirements include a family’s reasons for homeschooling, social group experience for the child, a two-parent family, report cards, lesson plans, overly frequent evaluation, use of curriculum determined by the school and so forth.

The General Laws of the Commonwealth of Massachusetts cites the following requirements:

1. “. . .Schools shall be taught by teachers of competent ability and good morals; and shall give instruction and training in”

orthography	music	drawing
reading	U.S. History	arithmetic
writing	U.S. constitution	geography
English & grammar	citizenship	health education
Physical education	good behavior	

2. “In all public elementary and high schools, American history and civics, including the Constitution of the United States, the Declaration of Independence and the Bill of Rights, and in all public schools the Constitution of the Commonwealth and local history and government shall be taught as required subjects for the purpose of promoting civic service and a greater knowledge thereof, and of fitting the pupils, morally and intellectually for the duties of citizenship.”

3. “Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students.”

4. Homeschools are to provide education “equal in thoroughness and efficiency, and in progress made therein, as that in the public school in the same town.”

We respect a parent’s desire and right to home educate their child(ren). In addition to complying with the General Laws of the Commonwealth, we desire to work in a very cooperative manner with parents. We invite parents to visit the school Principal for the purpose of establishing such a relationship, even though all of the requirements could be met through the exchange of written communications. We call attention to communication entitled “A Workable Process” developed by Mass. H.O.P.E. The last paragraph states, “It is recommended that the specific evaluation method to be used be discussed in the early stages of the communications between parents and school officials.” We feel such discussion is more effective when done in person rather than through written communication and, therefore, invite the parent to meet with the principal for this purpose.

LEGAL REFS.: M.G.L. 71:1; 71:2; 71:3; 71:4; 76:1-76:2; 76:3; 119
 603 Code Mass. Regulation Section 27.01 (1980)
 S.J.C. Care and Protection of Charles 399 Mass. 324 (1987)

File: IHB

Special Instructional Programs and Accommodations (Programs for Children with Special Needs)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 7/1/81
 603 CMR 28:00 inclusive

SERVICES FOR STUDENT WITH DISABILITIES

Special Education:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate,

the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

Section 504

The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to student who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004. Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS,

DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the ' Notice of Parent and Student Rights under Section 504'.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Pupil Personnel Services Office
355 East Central St
Franklin, MA 02038

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- A. The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- B. As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

File: JFAA-R

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Column B

Evidence of Residency

Evidence of Identification (Photo ID)

Record of recent mortgage payment and/or property tax bill.

Valid Driver’s License

Copy of Fully Signed Lease *and* record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)

Valid MA Photo ID Card

Passport

Landlord Affidavit *and* recent rental payment

Other Government issued Photo ID

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- b. Tuition paying students, as permitted by law;
- c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
 2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
 3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.
3. Dwellings that are Intersected by the Town Line:
- a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:
 1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
 2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
 - b. Dwellings that are Built or Altered After the Adoption of this Policy:
 1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.
 2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section
Reviewed, revised 2/7/12

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

1. Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
2. If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children and youths as:

- a. individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- b. children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- c. children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- d. children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations;
- e. migratory children (as such term is defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- f. unaccompanied youth or a youth not in the physical custody of a parent or guardian. The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free Lunch.

The Franklin Public School will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate Homeless Liaison who will coordinate activities between family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewd; no revisions 8/7/2012

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

1. All field trips contribute to the students' access to state and local curriculum standards;
2. All field trips have advance approval of the Superintendent or his/her designee;
3. All students have the prior permission of the parent/guardian for field trips;
4. The field trips are properly supervised by staff and parent/guardian volunteers;
5. All students are provided with full and equal opportunity for participation in field trips; and
6. Safety protocols are established and observed on field trips;
7. All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips

JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

EXTENDED FIELD TRIP POLICY

The Franklin Public Schools recognizes that a properly planned, well-conducted and carefully supervised extended field trip may provide a mode of learning which is relevant, challenging and dynamic and which cannot be duplicated in the classroom or extracurricular setting.

Extended field trips are trips that require students to be accommodated overnight. All extended field trips will be scheduled after regular school hours, on weekends or during school vacations and shall not interfere with structured class time.

Extended field trips must provide a valuable educational learning experience and be consistent with and reflect district curriculum. The Superintendent or his/her designee will be responsible for determining whether these criteria are met. The cost of extended field trips will not be the responsibility of the school district.

Teachers and other school personnel are not permitted to solicit for privately run trips through the school district and in the schools. The School Committee will review only superintendent recommended trips. The School Committee will not review or approve trips that are privately organized and run without recommendation of the superintendent.

Attendance on an extended field trip is not a student's right, but a privilege. All rules and regulations specified in the student handbook will be in effect throughout the trip

This policy does not apply to trips required for student participation in school-related tournament competition or contests.

I. Trip Approval Process for Extended Field Trips

A. Preliminary Approval

Advisors will develop a trip proposal, which must include educational benefits/objectives and their relation to Massachusetts Curriculum Frameworks and the educational value in relation to the cost.. The proposal shall be presented to the building principal and to the Superintendent for Preliminary Approval. Preliminary approval must be granted prior to the announcement of the trip to students or parents. Preliminary approval authorizes the advisor to determine student and parent interest, to acquire cost information, and generally assess the feasibility of the trip.

B. Formal Approval

The School Committee must have approved the trip before any contractual arrangements are made or any trip-specific fundraising occurs. School Committee approval must be secured at least five (5) months before the proposed extended field trip.

II. Finances

Advisor(s) must use reasonable efforts to arrange for scholarships or alternative funding sources to provide an equal opportunity for students to participate that otherwise would be excluded because of financial hardship.

III. Travel Requirements

A. Students with disabilities shall be provided full and equal opportunity for participation in extended field trips.

B. The use of vans or private automobiles for extended field trips is prohibited.

Late night or overnight trips should use commercial vendors or district transportation.

C. The Advisor(s) must ensure that all U.S. based commercial carriers used are licensed by the Federal Motor Carrier Safety Administration. (“FMCSA”). No carrier may be used for an extended field trips if the carrier has an FMCSA safety rating of “conditional” or “unsatisfactory.” The contract with the carrier must prohibit the use of a subcontractor unless sufficient notice is given to the District to allow verification of the subcontractor’s qualifications.

D. Trip itineraries must leave enough time for drivers to rest in conformity with federal hour-of-service requirements and common sense.

E. The District shall abide by regulations requiring it to obtain criminal offender record information (“CORI”) all persons who may have direct and unmonitored contact with students during extended field trips, including chaperones and persons providing transportation services.

F. If a student requires the administration of prescription medication during an extended field trip, the medication shall be administered in a manner consistent with District policy.

G. Trip cancellation insurance and travel accident insurance must be purchased by all participants on the trip (students, chaperones, and advisors).

H. The superintendent or his/her designee reserves the right to cancel any extended field trip up until the time of departure.

Legal References: M.G.L. c.71, section 37N

Cross Reference: Franklin Public Schools Policy JLCD/Administration of Medication

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

STUDENT FUNDRAISING ACTIVITIES

The Franklin School Committee recognizes the importance of fundraising activities of the PCC's, Booster Clubs, and student extra-curricular groups. Fundraising activities need to be approved in advance by the Principal and shall be in keeping with the mission of the Franklin Public Schools. Proposals to raise funds for charitable purposes or for the benefit of the school or community must be approved in advance by the Principal and Superintendent and must be consistent with the school mission.

No student shall be required to engage in fundraising as a condition of participation in any school-related activity or event.

CROSS REF: KCD Donations of Non-Budgeted Funds
KJA Relations with Booster Organizations
KBE School/Parent Organizations
KBE-E School Committee/Administration Participation in PCC/Booster Meeting Guidelines
JJF Student Activity Accounts
JLCCB Wellness Policy

TAGGING; PENALTIES; SUSPENSION OF DRIVER'S LICENSE

Massachusetts State Law indicates that whoever sprays or applies paint or places a sticker upon a building, wall, fence, sign, tablet, gravestone, monument or other object or thing on a public way or adjoined to it, or in public view, or on public property, such person known or commonly known as "taggers" and such conduct or activity known or commonly known as "tagging" or other words or phrases associated to such persons, conduct or activity, and either as an individual or in a group, joins together with said group, with the intent to deface, mar, damage, mark or destroy such property, shall be punished by imprisonment in a house of correction for not more than two years or by a fine of not less than fifteen hundred dollars or not more than three times the value of such damage to the property so defaced marked, marred, damaged, or destroyed, whichever is greater, or both fine and imprisonment and shall also be required to pay for the removal or obliteration of such "tagging" or to obliterate such "tagging" provided, however, that when a fine is levied pursuant to the value of the property marred, defaced, marked, damaged or destroyed or where the cost of removal or obliteration is assessed the court shall, after conviction, conduct an evidentiary hearing to ascertain the value of the property so defaced, marked, marred, damaged or destroyed or to ascertain the cost of the removal or obliteration. A police officer may arrest any person for commission of the offenses prohibited by this section without a warrant if said police officer has probable cause to believe that said person has committed the offenses prohibited by this section.

Upon conviction for said offense the individual's driver's license shall be suspended for one year. If the

individual convicted of defacing or vandalizing the real or personal property of another is under the age of sixteen then one year shall be added to the minimum age eligibility for driving.

File: KI

VISITORS TO SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/13

Reviewed, revised: 11/21/13

Classroom Observations and Visitors Procedures:

To schedule a visit to a classroom, please call your child's school principal to schedule a date and time when activities/instruction you are most interested in will be occurring. When you speak with the school principal, please provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?

4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

Observing in the classroom:

As in all times visitors enter a school building, please report to the school office in order to sign in and receive a Visitor's Pass. One of our staff will meet you at the office and accompany you throughout the visit.

Before your visit, a place in the classroom will be designated for you to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During your visit, you will not be able to talk with the teacher, service providers or students, including your own child. Their job at that time is to provide instruction/therapy. However, if you have questions you would like to discuss at a later date, please make arrangements through the building principal or designee.

File: EFC

FREE AND REDUCED PRICED FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly

nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

FOOD SERVICE: CHARGES AND UNCOLLECTED DEBT

Based on guidance issued by the U.S. Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an “emergency meal”. Under no circumstances will students be denied food because they lack the funds to pay. Choices of “emergency meals” include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The food service department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within the household. Thereafter, the food service department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30th). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years**

after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995
CROSS REF.: KDB, Public's Right to Know
Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on

behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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.

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 the 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.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 3. The parent's access to the student or to the custodial parent 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
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in

the custodial parent's custody

- (c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (d) Upon receipt of the request (initial and annual) 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 the 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 the address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995
CROSS RES: KDB, Publics Right to Know
Reviewed; no revisions 8/7/12

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered supervised visitation, or
 3. The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

File: GBAB-E1

FRANKLIN PUBLIC SCHOOLS INFORMATION TECHNOLOGY ACCEPTABLE USE STUDENT AGREEMENT GRADES 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school’s code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school’s code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

Reviewed, Revised, Adopted 9/22/09

Reviewed, Revised 8/7/12

SCHOOL SAFETY ACT (Chapter 380)

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

STUDENT COMPLAINTS AND GRIEVANCES

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal’s decision to the Superintendent and the Superintendent’s decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4
Reviewed, revised, adopted by School Committee 3/26/13
Reviewed; Revised; Adopted by School Committee: 7/15/2014

FRANKLIN PUBLIC SCHOOLS LIAISONS/ COMPLIANCE OFFICERS

**Individuals with Disabilities
/Student Services Director**

Ms. Deborah Dixon
Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Title II Liaison

Mr. Peter Light
Asst. Superintendent
355 East Central Street
Franklin, MA 02038
508-553-4819

Homeless Liaison

Deborah Dixon
Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4819

**Title VI Civil Rights Office
Harassment / Grievance**

Ms.

Mr. Peter Light
Asst. Superintendent
355 East Central Street
Franklin, MA 02038
508-553-4819

**English Language Learner/
Title I Coordinator**

Ms. Michele Kingsland-Smith
Title I/ELL
235 Wachusett Street
Franklin, MA 02038
508-541-5281 X2232

Title IX Officer

Mr. Peter Light
Asst. Superintendent of Schools
355 East Central Street
Franklin, MA 02038
508-553-4819

Section 504 Coordinator

Ms. Deborah Dixson
Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Educator Licensure

Ms. Lisa Trainor
Director of Human Resources
355 East Central Street
Franklin, MA 02038
508-553-4840

FRANKLIN HIGH SCHOOL
BELL SCHEDULE

7:30	Warning Bell
7:35 - 8:45	Period 1
8:50 - 9:55	Period 2
10:00- 11:05	Period 3
11:10 - 12:55	Period 4 (Lunch)
1:00 - 2:05	Period 5
2:05 - 2:25	Extra Help
2:10 - 3:10	Detention

Passing Times: Passing time between classes is 5 minutes. Passing time between lunches is 3 minutes

Announcements: read at 8:40 a.m. each day

Period	Time	Minutes	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1	7:35 - 8:45	70	A	F	D	B	G	E	C
2	8:50 - 9:55	65	B	G	E	C	A	F	D
3	10:00- 11:05	65	C	A	F	D	B	G	E
4	11:10 - 12:55	78 +27 (lunch)	D	B	G	E	C	A	F
5	1:00 - 2:05	65	E	C	A	F	D	B	G

Lunch 1	Lunch 2	Lunch 3	Lunch 4
11:10-11:34 LUNCH	11:10-11:34 CLASS	11:10-12:01 CLASS	11:10-12:28 CLASS
11:37-12:55 CLASS	11:37-12:01 LUNCH	12:04-12:28 LUNCH	12:31-12:55 LUNCH
	12:04-12:55 CLASS	12:31-12:55 CLASS	

Lunch Schedule			
1	11:10-11:34	24 Minutes	Science and Art Classes
2	11:37-12:01	24 Minutes	English, Ac Support Classes
3	12:04-12:28	24 Minutes	Math and Social Studies Classes
4	12:31-12:55	24 Minutes	PE, Health, Music, World Language Classes

[SCHOOL CALENDAR 2016-2017](#)

[FRANKLIN PUBLIC SCHOOLS CALENDAR 2016-2017](#)

JEFFERSON ELEMENTARY SCHOOL



STUDENT & FAMILY HANDBOOK 2016 - 2017

Also available on the web: <http://jeffersonelementary.vt-s.net>

Linda Ashley, Ed.D.
Principal

ashleyl@franklin.k12.ma.us

Sarah Klim, M.Ed.
Assistant Principal

klims@franklin.k12.ma.us

628 Washington Street
Franklin, Massachusetts 02038
Telephone: (508) 541-2140
Fax: (508) 541 - 2124

If you need to receive a copy of this handbook translated in your spoken language, please contact the Jefferson Principal's office by calling 508-541-2140.

Si usted necesita recibir una copia de este manual en su lengua hablada, los españoles, entran en contacto con por favor la oficina del principal.

Se você precisa de receber uma cópia deste manual em sua língua falada, o português, contate por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है।

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A MESSAGE FROM THE PRINCIPAL

It is my pleasure to welcome you to the Jefferson Elementary School. The teachers and staff join me in saying how happy we are to have you as part of the Jefferson School community. We are looking forward to a successful and satisfying year for both you and your child.

Jefferson School is a special place where our staff of faculty members, educational assistants, and cafeteria personnel is dedicated to making our school a wonderful learning environment. We have the opportunity to guide our students in grades K-5 in developing their academic and social skills to reach their highest potential. Students engage in a comprehensive curriculum which integrates the areas of reading, writing, mathematics, science, social studies, as well as music, physical education, art, media skills and computer technology into rich and interactive learning experiences. Our teachers are dedicated to meeting the learning needs of all students through differentiated lessons and collaborating together to utilize best teaching practices.

We believe that a strong school and family partnership is the key for students to achieve academic excellence and strong interpersonal skills. At Jefferson there are many ways to become involved in your child's education throughout the school year. Reading together, checking over homework, studying for tests, volunteering at school, and helping with class projects all help your child become more successful in school.

Our very active Parent Communication Council (PCC) sponsors field trips and enrichment programs through the year due to the generous support of our families. Students have the opportunity to participate in assemblies such as, puppet shows, story tellers, and multi-cultural dance performances which bring learning to life! Our PCC also holds fun events for the whole family such as the Spring Carnival, Family BINGO Night, and Book Fairs. Our School Council meets to focus on continued school improvement planning.

I look forward to working with you to provide our students with a high-quality educational experience in a welcoming and warm school community. Please feel free to contact me with any questions or concerns you may have during the school year.

Linda Ashley, Ed.D.

Principal

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairman
Ms. Cindy Douglas, Vice Chairman
Dr. Anne Bergen
Ms. MaryJane Scofield
Dr. John Jewel
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent	(508) 553-4819
Mr. Peter Light, Assistant Superintendent	(508) 553-4819
Ms. Joyce Edwards, Assistant Supt. for Teaching & Learning	(508) 553-4824
Ms. Debbie Dixon, Director of Student Services	(508) 553-4833

JEFFERSON OFFICE DIRECTORY

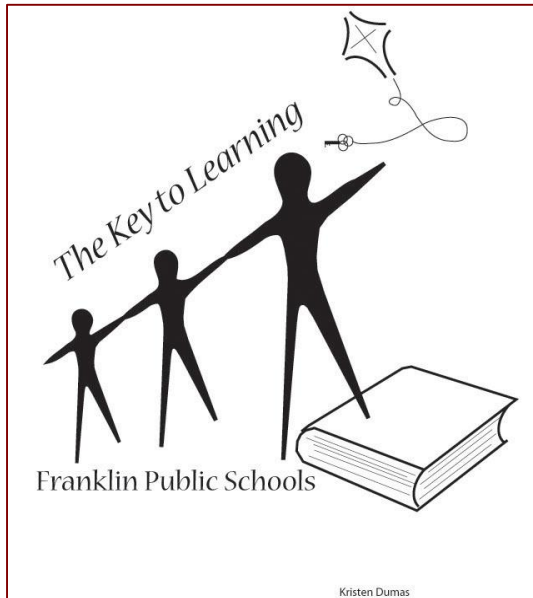
(508) 541-2140

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Absentee Line: (508) 541-2120

Dr. Linda Ashley, Principal	ashleyl@franklin.k12.ma.us
Ms. Sarah Klim, Assistant Principal	klims@franklin.k12.ma.us
Mrs. Linda Doherty, Administrative Assistant	dohertyl@franklin.k12.ma.us
Mrs. Leslie McInnis, Nurse	mcinnisl@franklin.k12.ma.us
Mrs. Vanessa Connelly, Team Chairperson	connellyv@franklin.k12.ma.us
Mrs. Michelle Brent, Adjustment Counselor	brentm@franklin.k12.ma.us
Mrs. Jennifer Curry, School Psychologist	curryj@franklin.k12.ma.us

FRANKLIN PUBLIC SCHOOLS VISION, MISSION & CORE VALUES



VISION STATEMENT

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

MISSION STATEMENT

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

CORE VALUES

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents/guardians and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

Jefferson Elementary School Mission

Jefferson Elementary School is an inclusive learning environment dedicated to high standards in teaching and learning for all students. We support students in their pursuit of academic and social success. We inspire life-long learning and develop responsible, self-confident students capable of effective communication and problem solving. Through a collaboration of staff, families, students and the community we foster a safe and respectful learning environment embracing creativity and individuality.

Jefferson Elementary School Core Values

At Jefferson School we are:

Safe - *We nurture a positive and safe learning environment based on student needs.*

Respectful - *We recognize the value and strengths each person brings to our community.*

Inclusive - *We welcome everyone because we all belong to our school community.*

Creative - *We are resourceful thinkers who work together to solve problems.*

Invested - *We actively participate in our learning by being focused and involved.*



PART I. SCHOOL SPECIFIC PROCEDURES

ARRIVAL: Your child's safety is our primary concern. Please take a moment to review the procedures that should be followed when you drop off students in the morning and when you pick up students in the afternoon. These procedures have been put in place in collaboration with the Franklin Police Department to ensure the safety of all of our children. We sincerely appreciate your cooperation. Thank you!

Morning Arrival

The doors will open and staff will be on duty at 8:15. Children are not permitted to arrive before 8:15, as there will be no supervision until that time. If your needs dictate that your child be dropped off earlier than school is open, you may consider enrolling your child in Solutions, the before and after school child care program. You may inquire about this program at (508) 541-5293.

School begins at 8:30 at which time students are expected to be in their classrooms and ready for the day to begin. It is important that your child arrives on time so the day is started on the right foot. Students arriving after 8:30 will be marked tardy and must report to the office for a late pass before reporting to the classroom.

Bus students will be dropped off in the front of our building and enter through the front door. Children being transported by car (loopers) may be dropped off at the student drop off point. Staff members monitor students as they exit cars on the passenger side of the vehicle. Please be certain to drop children off as quickly and safely as possible since there are a large number of cars using this area. Please do not pass other vehicles or drop students off in the parking lot.

To ensure all children arrive at school safely, the Jefferson Elementary School has a "Safe Arrival Program." The "Safe Arrival Program" will be in place to verify any unreported student absence as quickly as possible. The school attendance number is 508-541-2120. If your child will not be attending school, please call this automated number at any time prior to 8:30AM. After 8:30AM, please call the school office at 508-541-2140.

Afternoon Dismissal

School is dismissed at 2:40 p.m. At the start of each school year, parents will be asked to designate which method their child will follow on a blue Dismissal Plan Form. The plan needs to be consistent each week. A note needs to be given to your child's teacher if there are any changes to the normal dismissal routine. Please do not email the teacher regarding dismissal plans as teachers do not always have time to check their email during the school day. Phone calls to the office to change dismissal after the start of the school day may only occur in case of emergency. Only a parent may indicate how a child is to be dismissed. We will not dismiss students to anyone unless we have written authorization from the parent/guardian or the adult is listed on the emergency card. The reason we have this policy in place is for the safety of our students.

There are five ways students may depart from school:

- 1. Bus/Van Riders: Students may take the bus if they are eligible or if they choose to Pay-to-Ride.**
- 2. Car Loopers: Parents drop off and pick up students in the car loop line.**
- 3. Walkers (Grades 1-5 only): Students may walk to/from school without an adult (true walkers).**
- 4. Parent Pick Up: Students are picked up by a parent along the sidewalk in front of the school. Students (K-5) being picked up by parents line up outside and are dismissed by a staff member to their parent.**
- 5. Solutions Program: Students are dismissed to the Solutions staff outside of the dining room.**

JEFFERSON SCHOOL TRAFFIC FLOW PATTERN

- Cars drive up Lord's Way. This is a one-way street ONLY. Cars may pull to the right and have live parking only if waiting to enter the car loop.
- Cars enter the car loop and drop off or pick up children. This is live parking only. Drivers, do not exit your vehicle. Students should exit the car on the passenger's side nearest the sidewalk. A single lane only in the loop. Do not pass other vehicles. Cars should move in a timely fashion. You may have to wait a short amount of time for the car(s) in front of you in the loop to move.
- There is only one drop off and pick up loop in our school area. The side door is not an approved entrance or exit for students being brought to school by cars.
- If you choose to park your car and pick up your children at school, you may park in the front parking lot.

BIKE RIDERS: Children may ride their bikes to school with written permission from parents. All bike riders must wear a helmet. If a child rides to school without a helmet, he/she will not be allowed to ride home until a helmet is brought from home. Parents will receive bike safety rules to review with their child along with a permission slip to ride. These slips are available in the office.

Bus Passes/Pay to Ride: The Franklin School Committee transportation policy is as follows:

- All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students in grades 7-12 are not eligible for free bus transportation.
- Students in grades K-12, who do not qualify for bus transportation, may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.
- Pay to ride options are available on a space available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride applications are available at the school office, online, or at central office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.

- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement there is a \$5.00 fee.

** A complete transportation policy is available in the school office.

Bus Rules: The bus is an extension of the school and, therefore, all school rules apply. Parents should review bus safety procedures with their children.

- Hands and feet are to be kept to yourself. No hands out the window or feet in the aisle.
- Sit down and face front. Do not stand until the bus reaches a stop.
- Cross the street in front of the bus with the bus driver's signal.
- Behavior on the bus is the same as is expected at school.
- Use quiet voices so as not to distract the driver.
- Kindergarteners have front seats.
- The bus driver is in complete charge. He/she may assign seats if necessary.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Because of the crowded conditions of the buses, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

CHANGE IN DISMISSAL ROUTINES: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note at the beginning of the school year to ensure the safe dismissal of your child. Please send in a note to document any changes to a student's after school program schedule.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method.

IMPORTANT: We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

LIBRARY USE: Jefferson shares the library space with Remington Middle School. Students check out books at least once a week. If a parent gives student written permission, he/she may check out books from the middle school stacks, except for the Young Adult section. Elementary students are not allowed to check books from the Young Adult section.

LOST & FOUND: The Lost and Found is located in the dining room. Parents and students should regularly check for items that have been lost.

WALKERS: Walkers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001
- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may have a practice assignment when another has an enrichment assignment. This depends on the individual's needs and his/her level of understanding of the material. If you find your child is

spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:

- School Psychologist/School Adjustment Counselor
- Regular Education Teachers
- Administrator
- Special Education Teachers
- Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team in consultation with parents/guardians may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/SPECIAL EDUCATION DIRECTOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON

MS. DEBBIE DIXSON
DIRECTOR STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
PARMENTER ELEMENTARY SCHOOL
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES

355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE VI OFFICER CIVIL RIGHTS OFFICER HARASSMENT/GRIEVANCE

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will

be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____
Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for

Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim’s property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child’s education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;

- Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate

- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

Must be repeated action(s) by one or more students

Must be a written, verbal or electronic expression or a physical act or gesture

Must be directed at a victim so that it causes one of more of the following:

Physical or emotional harm to the victim;

Damage to the victim’s property;

Places the victim in reasonable fear of harm to him/herself or of damage to his/her property

Creates a hostile environment at school for the victim;

Infringes on the right of the victim at school; or

Disrupts the education process or the orderly operation of a school.

When should you report?

In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

- Report of an incident is received
- Ensure safety of all students
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)
- Speak to other relevant adults – teachers, counselors, and/or bus drivers
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Identify bully/cyberbully and bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer (SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Provide appropriate information to the parents/ guardians of the victim and the bully
- Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

- Report of an incident is received
- Notify Supervisor
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other persons involved, including bystanders, witnesses

- Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any

- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Provide appropriate information to the parents/ guardians of the victim in accordance with state law
- Take steps to restore a sense of safety for the victim, witnesses and school community

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

Inform teacher/staff member about the consequences for bullying and cyber bullying in school
Teacher/staff member is informed about further consequences if any form of retaliation were to occur
Teacher/staff member may be referred to counseling
Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

Have an educational discussion with the student(s) and parents/guardians
Establish a safety and comfort plan with the student(s) and parents/guardians
Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
Referral to the School Psychologist or School Adjustment Counselor
Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 a.m. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework
- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midribs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, gender, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day,

time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water

- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.30 including milk. Milk alone is .50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will

contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch.

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ **I DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ **I DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. **Please note:** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____
Parent/Guardian Name: _____
Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.
- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimilies)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to the Due Process Procedures, student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list):

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a direct and substantial relationship to the conduct in question?
 - >Was the conduct a direct result of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for

up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response Team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault of imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Elementary and Secondary Education Regulations (603 CMR 46.00 et seq.). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm in accordance with these regulations. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:
 - a. Determining close contacts as defined by MDPH
 - b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
 - c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
 - d. Providing general notification to staff and the school community as indicated
2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided."

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons
- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Sept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and Fingerprint-Based CHRI Checks: All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or

retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal

requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school’s technology resources. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- **I will respect and protect the privacy of others**
- **I will use only assigned accounts**
- **I will not view, use or copy passwords, data or networks that are not authorized**
- **I will not distribute private information about myself or others**
- **I will respect the integrity, availability and security of all electronic resources**
- **I will observe all security practices**
- **I will report security risks or violations to my teacher or administrator**
- **I will not destroy or damage data, network or other resources**
- **I will respect and protect the intellectual property of others**
- **I will not infringe on copyrights**
- **I will not plagiarize**
- **I will follow all school rules and the code of conduct in school handbooks**
- **I will not harass or cyberbully other students**
- **I will not access, transmit, copy or create material that violates the school’s code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)**
- **I will not use resources to initiate or further acts that are criminal or violate the school’s code of conduct**
- **I will not send spam, chain letters or other unsolicited mailings**
- **I will not buy, sell, advertise or conduct business unless approved as a school project**

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____

Date: _____

Signature: _____

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response

Unless the statement below is signed and returned, it is assumed that the student does not have permission to use technology in school.

Rules for Technology Use:

- I will use the computer as instructed by my teachers.
- I may use the Internet and World Wide Web only when a teacher or other adult is present and I have permission to do so.
- I will not download any files or software without the permission of a teacher or other adult.
- I will never give out personal information about others or myself over the Internet.
- I will not use my name, only my first initial, if I am doing project work over the internet.
- I will inform my teacher immediately if I find materials or sites that make me uncomfortable.
- I will be polite and only use language that is acceptable in my school.
- I will not harass or bully other students through the use of the computer.
- I understand that I may be subject to school-based discipline if I do not follow the rules.
- I understand that my parent/guardian will be notified if I do not follow rules.

Acceptable Use Student Agreement for Students K-5

Contract for use of Technology

Please return signed page to your classroom or homeroom teacher.

Failure to return this form to school indicates the student does not have permission to use technology at school.

We have reviewed the rules and agree to follow them.

Student Name (Print Name)

Grade

Date

Student Signature

Parent/Guardian Name (Print Name)

Date

Parent/Guardian Signature

Reviewed; Revised; Adopted: 9/22/10

Reviewed; revised 8/7/12

File: IHB

**SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)**

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non-academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines
- A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan
- The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;

The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as

beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents'/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

File: JFAA-R

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B
<u>Evidence of Residency Identification (Photo ID)</u>	<u>Evidence of</u>
Record of recent mortgage payment and/or property tax bill. Card	Valid Driver’s License
Copy of Fully Signed Lease <i>and</i> record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)	Valid MA Photo ID
Photo ID	Passport
Landlord Affidavit <i>and</i> recent rental payment	Other Government issued
Section 8 Agreement	
Signed HUD Settlement Statement	

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to

the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
 - Tuition paying students, as permitted by law;
 - School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
 - Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

- a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of

construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:

- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
- If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

File: JICFA

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a

target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in

response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any

applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.
- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.

- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and complete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: **JJN**

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza typeB, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items
- School buildings, including classrooms and hallways
- School stores
- School snack bars
- Vending machines
- Concession stands
- Booster sales
- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside

of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> • Foods shall not exceed 200 calories per item • A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> • No more than 35% of calories from fat* • No more than 10% of calories from saturated fat* • No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>

Sugar	<ul style="list-style-type: none"> No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50% or more whole grains by weight)

Foods and Beverages

- No food or beverage shall contain more than trace amounts of caffeine
- No food or beverage shall contain artificial sweeteners
- Packaged items may contain no more than 1 serving per package

Additional Regulations

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.
- Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either
 - one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR
 - be a combination food that contains ¼ cup fruit and/or vegetable

AND

- If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein).

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students

to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS
Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.
 - In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
 - In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.

- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom/Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Wired Up Club

Anti-bullying Club

DARE Program

SADD

Social Emotional Learning Curricula

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.

- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;

- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.

8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
 - Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
 - Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.
4. Adopt a **“NO FOOD TRADING/SHARING”** and **“NO UTENSIL SHARING”** procedure in all schools with particular focus at the elementary school level.
 5. School Health Professionals in conjunction with the student’s parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student’s parent(s)/guardian(s) and primary care provider and/or the student’s allergist, and signed off by the child’s physician/allergist, indicating that he/she deems it to be adequate.
 6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
 7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
 8. Make the Individual Health Care Plan available in the nurse’s office and a student’s homeroom at the elementary level and in the nurse’s office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
 9. Submit to school bus drivers a list of students who have life-threatening food allergies.
 10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse’s office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district’s Administration of Medication Policy.
 11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
 12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training for students with life-threatening allergies
- The teacher will implement the Individual Health Care Plan as necessary in the classroom.
- Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
- Advise parents of any school related activity that requires the use of food in advance of the project or activity
- Limit use of food for instructional lessons.

- Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.

9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.
- An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.

- Complete and submit all required medication forms

File: JLCDD-E

- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
 - Encourage your child to wash hands before and after handling food.
 - Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child’s disability.
 - Take as much responsibility as possible for his/her own safety.
 - As children get older, teach them to:
 - Communicate the seriousness of the allergy.
 - Communicate symptoms as they appear.
 - Read labels.
 - Administer own epinephrine auto-injector and be able to train others in its use.
 - Inform the school of any changes in the child’s Life Threatening Food Allergy status.
 - Provide the school with the licensed provider’s statement if the student no longer has food allergies.
 - Go on field trips and out-of-school activities with your child, whenever possible.
 - Provide bag of snacks for your child’s classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a

school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,

P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995

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

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students’ records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in

writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.

- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

File: JRA-R

- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

File: JRA-R

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;
- 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

- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered to supervised visitation, or
 - The parent's access to the student or to the custodial parent 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
 - A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

- An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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).
- The school must delete the address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.
- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
 LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
 P.L. 93-380, Amended
 P.L. 103-382, 1994
 M.G.L. 66:10 71:34 A, B, D, E, H
 Board of Education Student Record Regulations adopted 2/1077,
 June 1995 as amended June 2002.
 603 CMR: Dept. of Education 23.00 through 23.12 also
 Mass Dept. of Education publication Student Records: Questions,
 Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Public's Right to Know

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students' records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent's access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.
- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.

- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school **MUST** ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013

Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*[™]. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of the Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the

force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm.** Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.
- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The

school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.

- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.
- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies™
- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such

as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.

- The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
- The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
- If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle
- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory

teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

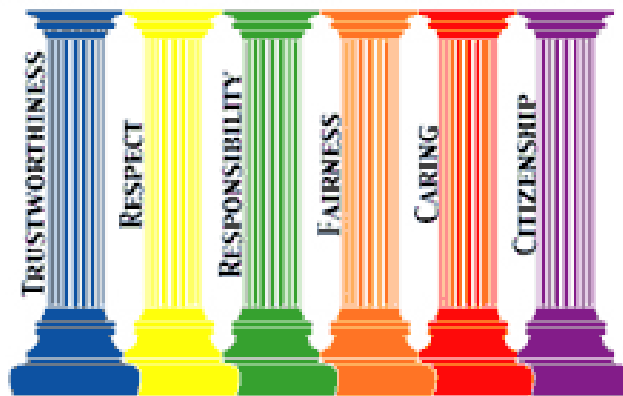
The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

HORACE MANN MIDDLE SCHOOL

Home of the Lightning

CHARACTER COUNTS!



Rebecca Motte – Principal
Mary Cotillo – Assistant Principal

Parent/Student Handbook 2016-2017

Trustworthiness – Respect – Responsibility
Fairness – Caring – Citizenship

If you need to receive a copy of this handbook translated in your spoken language, please contact the office at 508-541-6230.

Si usted necesita recibir una copia de este manual en su lengua hablada, , entran en contacto con la oficina del principal, por favor.

Se você precisa de receber uma cópia deste manual em sua língua falada, os contatam por favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Nếu bạn cần phải nhận được một bản sao của cuốn cẩm nang này trong ngôn ngữ nói của bạn, Việt Nam, dịch, xin vui lòng liên hệ với văn phòng của hiệu trưởng.

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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Franklin Public School Policies & State and Federal Regulations.....	41-98
AC: Harassment/Discrimination	
ADC: No Smoking Policy	
EBAB: Asbestos	
EEA: Student Transportation Policy – Services and Eligibility	
EFC: Free and Reduced Priced Food Services	
GBAB: Acceptable Use for Students	
GBAB-E2: Franklin Public Schools Acceptable Use Agreement Grades K-5	
IHB: Special Instructional Programs and Accommodations (Programs for Children with Special Needs)	
IHBE: English Language Learners	
IHBG: Home Schooling	
JAB: Handbooks are Policy	
JEA: Entrance Age	
JFAA: New Resident Procedures	
JFAA-R: School Admission/Residency	
JFAB: Student Moving Procedures	
JH: Student Absences and Excuses	
JICF: Hazing	
JICFB: Bullying	
JII: Student Complaints and Grievances	
JJE Student Fundraising Activities	
JJN: Head Injuries and Concussions in Extracurricular Activities	
JKAA: Non-Violent Physical Crisis Intervention/Physical Restraint	
JKG: Educational Services in the Home or Hospital	
JLC: Student Health Services and Requirements	
JLCA: Physical Examinations of Students	
JLCB: Student Immunizations	
JLCC: Communicable Diseases	
JLCCB: Wellness Policy	
JLCD: Administering Medicines to Students	
JLCD-1: Anaphylaxis Procedure	
JLCDD: Managing Life-Threatening Food Allergies in the Educational Environment	

JLCDD: Protocols and Guidelines for Management of Life-Threatening Food Allergies in the Franklin Public Schools

JLF: Mandated Reporting of Suspected Child Abuse and Neglect Policy

JRA: Student Records

JRA-R: Student Records

JRAB: Access to Student Records for Non-Custodial Parents

JS: Educational Services to Students Identified as Homeless

JT: Electronic Device Policy

JU: Electronic Communications Between Students and Staff/Teachers/Coaches

KI: Visitors to the Schools

Due Process

Franklin Public School Middle School Response to Cyberbullying & Bullying..... Page 99-104

MESSAGE FROM THE PRINCIPAL

Dear Students and Parents/Guardians:

Welcome to Horace Mann Middle School!

We are pleased to present the 2016-17 Horace Mann Student/Parent Handbook. This Handbook is a result of collaboration with the Annie Sullivan and Remington Middle Schools of the Franklin Public Schools, as well as Central Office. We hope that you will find this handbook to be a useful reference tool throughout the school year as it contains school policies, rules, traditions and practices. It also contains district policies, state and federal regulations and laws. Please note that the final section of the Handbook contains the bullying and cyberbullying prevention policies and procedures of the Franklin Public Schools.

The beginning of the school year brings new challenges, experiences and exciting changes. Each year we are given the opportunity to make a fresh start and renew our commitments. We also know that the beginning of the school year can bring a level of anxious anticipation and nervousness. It is our hope that the Student/Parent Handbook will answer any and all questions you may have, and allay some of that nervousness.

The HMMS Student/Parent Handbook is designed to inform students, parents/guardians, and teachers and all staff regarding the expectations, the policies, the rules/regulations and the laws that govern Horace Mann Middle School and the Franklin Public Schools. Following the policies and rules, understanding the regulations and laws, and meeting the expectations as put forth in the Handbook ensure that we provide an environment that is safe and appropriate for all students and staff.

If I can be of assistance at any time during the school year, please do not hesitate to contact me at 508-541-6230, extension 2816 or motter@franklin.K12.ma.us.

I wish each of you a happy, safe, and successful year.

Very truly yours,

*Rebecca Motte,
Principal*

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Kevin O'Malley, Chairperson
Ms. Cindy Douglas, Vice Chairperson
Dr. Anne Bergen
Dr. John Jewell
Ms. MaryJane Scofield
Ms. Vanessa Bilello
Ms. Denise Schultz

CENTRAL OFFICE ADMINISTRATORS

Dr. Maureen Sabolinski, Superintendent (508) 553-4819
Mr. Peter Light, Assistant Superintendent (508) 553-4819
Ms. Debbie Dixon, Director of Student Services (508) 553-4833
Ms. Joyce Edwards, Assistant Superintendent for Teaching & Learning (508) 553-4824

MIDDLE SCHOOL DIRECTORY

Call 508-541-6230 – then enter the appropriate extension number

Ms. Rebecca Motte, Principal	2816
Ms. Mary Cotillo, Assistant Principal	2846
Ms. Caitlin Van DeGiesen, Nurse	2640
Ms. Kerry Fanning, Special Education Team Chair	2818
Mr. Chandler Creedon, School Psychologist	2824
Ms. Hannah Hinde, Guidance Counselor	2885
Mrs. Beth Simon, Secretary	2869

**The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.
Absentee Line: 508-541-6230, and then press 1.**

NO SCHOOL SIGNAL

No School Announcements will be made over the following radio stations: WBZ-Boston, WOON-Woonsocket, WMRC-Milford, WPRO-Providence, and WCVB-TV Channel 5 and WBZ-TV Channel 4 between 6:30 and 7:30 a.m.

Horace Mann Middle School Fax Number: 508-541-7071

HMMS Web site: <http://mannmiddle.vt-s.net/Pages/index>

This handbook may be revised/changed or edited after publication.



Kristen Dumas

∞ Vision Statement ∞

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

∞ Mission Statement ∞

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

∞ Core Values ∞

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

HORACE MANN MIDDLE SCHOOL
CORE VALUES AND BELIEFS ABOUT LEARNING

Students thrive at Horace Mann Middle School when:

- Behavioral and academic expectations are clearly articulated, appropriately challenging, and modeled, building confidence and the desire for students to always do their best.
- They can count on an environment where they feel safe to take academic risks, focus on learning, strive for excellence, and presume that their experiences will be positive.
- The entire school community promotes supportive relationships which model compassion, equality, empathy, and accountability.
- Our words and actions are respectful, fostering a genuine interest in each other and creating an atmosphere of openness and trust.

HORACE MANN MIDDLE SCHOOL

FREQUENTLY ASKED QUESTIONS?

WHAT ARE THE SCHOOL HOURS AT HMMS?

School begins promptly at 7:25 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:25 a.m. We know that arriving to school on time and ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 2:00 p.m. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. For safety sake, please follow the drop off and pick up procedures.

WHAT IF I AM ABSENT FROM SCHOOL?

A parent/guardian must call the absentee line before 7:20 a.m. to report an absence. The absentee line can be accessed by calling 508-541-6230. Upon his/her return to school, the student must check in with each teacher to find out what work was missed. Students should also check the school website for homework missed due to an absence. Homework, classwork and tests missed due to an excused absence **must** be completed within the number of days the student was absent. For example: One day for a one-day absence, two days for a two-day absence, etc. Extensions can be made at the discretion of the teacher and/or team.

WHAT IF I AM ABSENT ON THE DAY OF A SCHOOL-SPONSORED EVENT?

When a student is absent from school, he or she may not attend any school function. These include, but are not limited to, concerts, theater productions, field trips, athletic events, etc., on that day or evening. In addition, if a student is dismissed before 11:00 am he/she cannot attend any school function on that day.

WHAT IF I WANT TO LEAVE AN EVENING EVENT EARLY?

Students who leave an evening event early will not be allowed back to the event. Additionally, students are not allowed to walk home from an evening event as this poses a safety concern. A student must be picked up by a parent or guardian. (Please note that students may carpool.)

WHAT IF I FORGET SOMETHING AT HOME?

If a student leaves something at home (e.g. homework, a project, lunch, lunch money etc.) he/she may call home before school starts, or at the discretion of his/her teacher. Parents/Guardians may drop the item off at the Main Office. It must be clearly marked with the student's first name, last name and grade level. It is the responsibility of the student to retrieve items brought to the Office. Office staff will not interrupt a class to notify a student that his/her forgotten item has arrived. Please place the forgotten item on the table in the Office with your child's first name, last name, and grade level. Students will be informed and reminded that they should check for forgotten items before lunch. Please assist us with helping your child to become responsible for remembering to bring needed materials to school.

WHAT IF LEAVE SOMETHING AT SCHOOL THAT I NEED FOR HOMEWORK?

The school building remains open until 3:30 p.m. daily. Students can still access their lockers until then, but not a teacher's classroom. Please do not ask office, custodial, or teaching staff to let you into the building after 3:30 PM. This is a disruption to the important work that needs to be completed after school hours. Please assist us in helping your child to be responsible for bringing home needed materials as a matter of routine.

WHAT IF I NEED EXTRA HELP?

Teachers and teams will develop an after school help schedule for each team once the school year is underway. After school help is available for make-up work, organizational help and review of previously taught material, etc.

WHAT IF I WANT TO JOIN A CLUB OR PARTICIPATE IN ACTIVITIES?

Teachers will be organizing and arranging the various clubs and activities in the first three weeks of school. It is anticipated that clubs and activities will be up and running by the third week of the school year. A list of the various clubs and activities will be provided to students and families. There is a \$50.00 user fee for all extra- curricular activities.

WHAT TIME IS LUNCH?

There are three lunch periods at Horace Mann Middle School. First lunch is at 10:26 a.m., second lunch is at 10:52 a.m., and third lunch) is at 11:44 a.m. Lunches are twenty minutes long. The cost of lunches is \$2.65, which includes milk. There are hot lunch choices each day as well as sandwiches, pizza, and salad plates.

WHAT IF I FORGET MY LUNCH MONEY?

Parents/Guardians may pre-pay their child's lunches on-line. Setting up an on-line account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to www.mynutrikids.com.

WHAT IF I WANT TO BRING A BEVERAGE TO SCHOOL?

Students are permitted to bring in clear, plastic water bottles or the insulated eco-friendly water bottles to school and may carry them during the day. Staying hydrated is important to the learning process. Glass bottles of any kind are not permitted. Students are not allowed to bring in pre-made drinks of any kind, e.g. smoothies, coffee drinks etc. Red Bull, Amp, Monster, etc. and other such caffeine drinks, are also not permitted. Caffeine drinks are not healthy for young adolescents. Drinking caffeinated beverages has been associated with difficulty sleeping, feeling tired in the morning, dehydration and headaches.

WHAT IF I LOSE A BOOK, MY JACKET OR A PERSONAL ITEM?

Lost items are usually turned in to the Main Office, Nurse's Office and/or PE offices. Whenever a student loses any personal property or books he/she should check at the Office to see if the article has been turned in.

WHAT IF I WANT TO TAKE A BUS TO MY FRIEND'S HOUSE?

Only students with bus passes are eligible to ride the bus. Due to space issues, students are only permitted to ride their assigned bus, and will not be allowed to switch busses.

WHAT IF I SKATEBOARD TO SCHOOL?

If a student skateboards to school he/she will be allowed to store the skateboard at the school in the designated storage area during the school day. Students will be able to pick up the skateboards at the end of the school day. All students must carry the skateboard upon entering the Horace Mann driveway. The school accepts no responsibility for lost or stolen skateboards. Students are not permitted to skateboard on school property at any time, even if school is not in session. Massachusetts General Law c. 85 s. 11B ½ requires that all children 16 years and younger wear a safety helmet for in-line skates, skateboards or non-motorized scooters.

WHAT IF I RIDE MY BICYCLE TO SCHOOL?

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot. All bicycles should be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles. Massachusetts General Law c. 85 s. 11B now requires that children 16 years and younger wear safety helmets while operating or riding as a passenger on bicycles.

WHAT IF I GET SICK OR INJURED DURING SCHOOL TIME?

Students should ask a teacher for permission to see the school nurse immediately. If a student is feeling dizzy the student will be escorted to the nurse's office. The nurse will decide if there is a need to leave school or to seek further medical attention. In these cases, parents/guardians will be notified. The nurse will arrange to have the student picked up from school if it is necessary for the student to go home. If the nurse sends a student home from school that absence from school is considered an excused medical day.

WHAT IF I NEED TO BE EXCUSED FROM PHYSICAL EDUCATION CLASS?

In order to be excused from participating in physical education, a student must present a statement with inclusive dates from his/her physician. Statements are kept on file in the health office and reported to the Physical Education Department.

WHAT IF I WANT TO BRING A CELL PHONE OR MOBILE DEVICE TO SCHOOL?

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or other electronic device (tablet, I-Pad, I-Pod, Kindle, Nook, etc.) may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building, or phones are available in the office. A cell phone that is used or is on during the school day, when not under teacher direction, may be forwarded to the Office and an Office Detention will be assigned. If continued violation of inappropriate cell phone

usage were to occur, discipline will be progressive. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day, cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

WHAT IF I WANT TO TAKE A PICTURE WITH MY CELL PHONE OR MOBILE DEVICE AT SCHOOL OR AT A SCHOOL SPONSORED FIELD TRIP?

Field trips are considered part of the school day, therefore cell phones are not allowed on field trips just as they are not allowed in school. Taking pictures with a cell phone or camera is not permitted by students at school. Teachers have school issued cameras to take pictures of special events and/or special class projects. Picture taking with cameras, not cell phones, will be allowed at the eighth grade promotion Ceremony and the eighth grade field day. This is the only exception to this rule.

WHAT ELECTRONIC DEVICES ARE ACCEPTABLE TO BRING TO SCHOOL, E.G.: KINDLES, NOOKS, OR OTHER E-READERS, I-PADS, I-PODS, I-TOUCH, MP3 PLAYERS, HAND-HELD VIDEO GAMES, ETC?

Electronic devices (I-Pods, I-Pads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate usage were to occur discipline will be progressive.

WHAT IF I AM ASSIGNED A DETENTION?

A teacher, the Assistant Principal, or the Principal may assign a classroom detention. The Assistant Principal or Principal may also assign an Office or Lunch Detention. Detentions are assigned because of failure to follow school rules, misbehavior, lack of respect, repeatedly coming to class unprepared, tardies, gum chewing, etc. Students will serve or stay for the detention on the day the teacher, the Assistant Principal, or the Principal assigns.

WHAT IF I WANT TO DECORATE MY LOCKER OR A FRIEND'S LOCKER WITH BALLOONS OR POSTERS?

Nothing is to be attached or affixed to the outside of lockers. Magnets are the only acceptable method of attaching anything to the inside of the lockers. No locker is to be written on or defaced in any manner. Latex balloons are not allowed in school due to the potential risk to students and staff who have latex allergies.

WHAT DO I USE TO COVER MY TEXTBOOKS?

Textbooks must be covered at all times as covers protect them from damage. Students may use grocery store bags or book socks to cover textbooks. Book socks that are too small for the textbook are not to be used as they damage the books and students will be held accountable for said damage. Contact paper or adhesive paper is not to be used as they permanently damage the books. Students will be held accountable for any damage to a textbook.

WHAT IF I LOSE OR DAMAGE SCHOOL TEXTBOOKS, LIBRARY BOOKS OR SCHOOL SUPPLIES, E.G. CALCULATOR, SCHOOL OWNED MUSICAL INSTRUMENT/SUPPLY, AGENDA BOOKS, ETC?

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in in-school or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, Go Girls, concerts, special assemblies, Eighth Grade Ceremony, Eighth Grade Celebration, Eighth Grade Breakfast, field trips etc.).

WHAT IF I WANT TO GREET MY FRIEND?

A common greeting among students at Horace Mann is to high five one another or to give a friendly pat on the back. This is acceptable behavior at Horace Mann when done respectfully and does not disrupt or interfere with the school day. However, giving high fives, slapping, or "five starring" (leaving an imprint of fingerprints on someone's back) is not acceptable when done to cause harm to another student. Giving high fives during the day and during passing time should not be so loud as to disrupt or make students late to class. At no time is hugging among or between students to be used as a common greeting during the school day.

WHAT IF I HAVE TO CALL HOME DURING THE SCHOOL DAY TO MAKE AFTER SCHOOL PLANS?

We strongly recommend students make after school plans in advance of the start of the school day, e.g. the day/night before. This will help students to better manage their time.. Students may use the phone in the Main Office at the discretion of the Secretaries. According to school policy, teachers must dial the phones for students when calling from the classroom to avoid any misdialing.

WHAT IF I WANT TO SIGN A YEARBOOK?

It is a tradition at Horace Mann Middle School to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that he/she is proud to share with family and friends now and in the future.

HORACE MANN MIDDLE SCHOOL TRADITIONS, POLICIES, RULES AND PROCEDURES

AGENDA BOOKS

Every student at Horace Mann receives an Agenda book. These books are provided because we believe that they serve as excellent organizational tools for our students. Learning how to keep notes about important upcoming projects, tests and quizzes as well as recording day to day homework are important organizational skills that need to be practiced and followed consistently. We require that students treat these agenda books as they do textbooks or other school materials or supplies. Defacing, marring, scratching out previously recorded assignments or ripping these books is not acceptable. If an agenda book is damaged students are responsible for the \$5.00 replacement cost.

BACKPACKS/BOOK BAGS

Backpacks or book bags are to be left in lockers during the course of the school day. Students will have the opportunity to access their book bags and other books during locker breaks throughout the day. However, these breaks will be scheduled and enforced as an important part of the middle school years is learning how to plan and prepare for the next class.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all students at HMMS, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extra-curricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up his/her child up on days of inclement weather, he/she must join the student pick up line.

After School Pick-Up

Students will be released from clubs/activities, extra help or detention at 3:15 p.m. All students must be picked up at this time. In order that the after school activity is not disrupted parents/guardians must wait for their children to exit the building. Please follow the guidelines for car pick up that have been established for after school parent pick up. The secretary will not call into the classroom to dismiss a student.

EVENING ACTIVITIES

Student Council and other groups sponsor evening activities each year for students at Horace Mann Middle School. Students who attend school sponsored activities must observe the following rules:

1. Students will not be allowed into the building until the start time and should not arrive prior to that time. Students will not be admitted one half hour after the start time unless accompanied by a parent/guardian into the building.
2. Activities and events other than District-wide concerts are for Horace Mann Middle School students only.
3. Clothing should be neat, clean, and follow the Dress Code as described in this Handbook.

4. Students must remain until the conclusion of the activity unless a parent/guardian comes into the school to pick up the student(s).
5. Students are not permitted to walk home from evening activities.
6. Students should arrange for transportation home without the need to use a school telephone.
7. Students must be present in school until 11:00 a.m. in order to attend the activity.

GUIDANCE

The Middle School Adjustment Counselor and School Psychologist are available to students to assist them in making good decisions. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Adjustment Counselor and School Psychologist are available for conferences with students during the school day.

GUM CHEWING

Careless disposal of gum in drinking fountains, on furniture and floors has presented sanitation and cleaning problems as well as costly repairs and is not acceptable. Additionally, gum chewing can interfere with classroom activities such as oral presentations, classroom discussions or oral responses. Therefore, gum chewing is **not permitted** at any time. Strict enforcement of this rule will be adhered to by all HMMS staff. Repeated offenses may result in teacher/office detentions or in extreme cases suspension.

HOMEWORK

Homework is valued by teachers and is part of a student's academic grade. We believe that homework is an important component of the academic program and the learning process. Students are required to use the agenda book provided by the school as teachers use this book to help teach students organizational skills. Students are responsible to make up any missed homework as directed by the individual classroom teacher and Team. Homework is an important component of classwork.

MAKE-UP WORK

Students are responsible for getting make-up work for assignments missed due to an absence related to illness. Before returning to school, students should check the school website for missed homework. Emails can also be sent to the team of teachers requesting homework assignments be left in the Main Office if the absence is prolonged. Assignments are to be completed and turned in within one day if absent one day, two days if absent two days, etc., or by arrangement with the teacher.

SCHOOL HOURS

School begins promptly at 7:25 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:25 a.m. We know that arriving to school on time and being ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 2:00 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. Please follow the drop off and pick up procedures as outlined below.

If you are dropping off or picking your child up by car for safety sake:

Please follow the traffic pattern for student drop off and pick up by car. Cars need to line up along the driveway. Students should not exit or enter a vehicle unless it is front of the building. Students should exit vehicles on the right hand side next to the building. Please do not drop your student off in the parking lot or on the street.

Please trust that this system works when everyone follows the rules and is indeed the safest and most efficient system. We have worked carefully with the Franklin Police Department to develop this traffic plan.

6 PILLARS OF CHARACTER

Trustworthiness

A student who exemplifies trustworthiness is one who:

- Has the resolve to make choices based on ethical principles even if another way is easier, personally beneficial, or unpopular.
- Makes all reasonable efforts to keep promises and commitments, so that others can rely on him/her to do what is asked.
- Is loyal to family and friends but reports issues that are unsafe and/or unhealthy.
- Encourages others to do what is right and to try new things even if it is hard.

Respect

A student who exemplifies respect is one who:

- Values the privacy and freedom of all individuals.
- Encourages others to make good choices about their own lives but lets them make their own decisions.
- Listens to others and tries to understand their points of view.
- Accepts individual differences without prejudice and acknowledges the beliefs of others.

Responsibility

A student who exemplifies responsibility is one who:

- Pursues excellence in everything and always does his/her personal best.
- Performs tasks willingly and demonstrates self-discipline by doing what should be done even when it is difficult.
- Thinks about consequences before acting and accepts responsibility for the outcomes of choices.
- Teaches and inspires others through appropriate personal conduct and role-modeling; does what he/she can do to make things better.

Fairness

A student who exemplifies fairness is one who:

- Understands the concept of “fair is not always equal.”
- Voluntarily corrects personal mistakes.
- Listens with an open mind and makes decisions based on the merits of the issue at hand without favoritism or prejudice.
- Treats all people justly, equitably, and honestly

Caring

A student who exemplifies caring is one who:

- Is compassionate and show he/she cares in words and actions.
- Identifies and helps people in need without an expectation of reward.
- Empathizes with teachers, administrators, and other students.
- Is passionate about donating time and/or money to humanitarian organizations.

Citizenship

A student who exemplifies citizenship is one who:

- Does his/her share to make the school and community better, cleaner, and safer
- Cares about and pursues a common good that extends beyond self-interest.
- Protects the environment by conserving resources, reducing pollution, and cleaning up.
- Participates in making things better by voicing opinions, voting, serving on committees, and reporting wrongdoing

FPS MIDDLE SCHOOL POLICIES, **RULES AND PROCEDURES**

ATTENDANCE

The Franklin Public Schools expect parents and students to make every reasonable effort to have their child/children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student. It is also a requirement of state law.

Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School Department does not encourage or condone such action. Instead, the schools uphold MA General Law, Chapter 75, Sections 1 through 47 entitled "School Attendance." This section of the General Law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200.00. School administrators work closely with the Juvenile District Courts on attendance cases that exceed state law.

With this in mind, we reaffirm the position that parents are responsible for their child/children to attend school every day that classes are in session. The practice of the School Department is not to provide advance and/or make up work when a student is absent from school due to vacation/travel. Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available.

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-541-6230). For your child's safety it is imperative that you call to document absences. If we do not hear from you, we will assume your child was sent to school and did not arrive.

Participation in after-school or evening activities will not be allowed for students absent on the day of the event. It is the responsibility of the student to make up all missed assignments, tests or quizzes. The student will have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work.

Attendance Failure

Absences greater than seven (7) days in a trimester are considered excessive. If a child is repeatedly absent or tardy without an acceptable excuse, the Principal may take necessary action, including retention, withholding of credit or receiving an incomplete. All absences, including absences excused by parents, will count toward the trimester absence limit.

The exceptions for the purpose of this policy are documented, excused absences for:

- Family bereavement or serious illness in the family;
- School approved field trips
- Observance of major Religious holidays; Legal (with documentation from the court or lawyer)
- Medical excuse (with date specific medical documentation)
- Absences due to illness or doctor appointments (documentation must be provided by a physician in order for absent day to be excused)
- Absences on the day following dismissal by the school nurse

Absence from School (Calling In Procedure)

Parents are asked to call the school when their child is absent (24 hour absence reporting line 508-541 -6230). For your child's safety it is imperative that you call to document absences. If we do not hear from you we will assume your child was sent to school and did not arrive.

Please leave the following information on the absence line

- Identify yourself
- Student's name
- Grade
- Date(s) of absences

Please do not leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for classroom teacher or for Solutions Personnel

When Should You Call the School Nurse about a Child with an illness?

We encourage parents/guardians to call any time they have concerns about symptoms or an illness and specifically for the following reasons:

- A new medical diagnosis, or a change in your child's health status i.e. the diagnosis of an allergy
- A newly prescribed medication
- Any change(s) in a current medication
- A serious injury, illness, or hospitalization
- A fracture, sprain, stitches, cast or need for crutches/wheelchair
- A contagious disease such as chicken pox, flu, strep throat, whooping cough (pertussis), salmonella, measles etc.
- If your child is absent for an extended period of time with atypical symptoms for a prolonged period of time do not hesitate to call the nurse to share information
- If there are any recent changes in your family that may affect your child; such as, a birth, recent loss, or sudden illness

Tardy to Class/School

It is very important that students start their school day off on the right foot and arriving late to school can negatively impact a student's day. As students grow and learn it is essential for their future success that they assume more responsibilities for their actions, choices and behaviors. Arriving to school on time is one of these responsibilities. School begins promptly at 7:25 a.m. and students must be in their first period class. If students are being driven to school they should be dropped off no later than 7:10 a.m. This allows them time to go to their lockers and get organized for their classes. We appreciate family cooperation in this very important lifelong responsibility. If a student is to arrive late to school he/she must report to the main office to receive a late pass. If a family is experiencing difficulty getting a child to school on time please contact the office for assistance.

It is also a student's responsibility to arrive at each class on time. A student who has been detained by a teacher from the previous class must obtain a pass, or return after school to secure a pass from that teacher. Tardiness to class without a pass will result in a teacher issued detention. Abuse of this rule will result in referral to the Main Office for further discipline.

Student Absence Notification Program

If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

BICYCLES

All bicycles must be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles.

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot.

Ride Right! Bicycle Rules of the Road **Massachusetts General Laws, C. 85, S. 11-B**

- Ride on the right with the flow of traffic.
- Ride single file.
- Stop at stop signs and traffic lights.
- Signal by hand for turns.
- Give the right of way to pedestrians.
- Give a clear warning (bell, horn, voice) when needed for safety.
- Carry no passengers (except in approved baby seat).
- Check your brakes often.
- Equip your bike with front and rear reflectors, pedal reflectors and reflective material on both sides.
- Do not adjust handlebars above your shoulders or alter the front fork of the bike.
- Do not ride on express or limited access highways.
- You may ride on the sidewalk outside of a business district.
- Helmets must be worn.

BUSES

Bus Pass Implementation Procedure

Bus passes are issued to each student who is eligible to ride. Each student is expected to have his/her bus pass each day and to make sure that it is visible to the bus driver. In the event that a student forgets a bus pass in the morning, he/she will be given one day's grace. If he/she does not have a pass the next day he/she will not be allowed to board the bus. In the event that a student loses a pass, there are temporary bus passes in the Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a \$5.00 charge for a replacement bus pass.

School Bus Rules and Regulations

- Students being transported are under the authority of the bus driver. The driver and students are subject to all School Department policies and regulations.
- Students shall be on time for the bus both morning and afternoon. The driver is not required to wait beyond the scheduled departure time.
- Students shall cross the road in front of the bus.
- Students are to board and to get off the bus at the school and the bus stop to which they are assigned. Except in emergency situations, with prior approval from the Principal or Assistant Principal, students will not be given permission to ride on a bus to which they are not assigned.
- Students will be dropped off and picked up at their designated bus stops only.
- Middle school students will not be allowed to ride the elementary school buses. Any exceptions will be handled by the Principals involved.
- All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
- While awaiting the arrival of the bus, students must remain well back from the road, in an orderly fashion.
- The bus driver has full authority to assign seats to individual students if the driver feels it is in the interest of safety and/or good conduct.
- No pets or animals will be allowed on the bus.
- The bus driver has the authority to summon the police or school administration in a situation which threatens the safety of students.
- Students shall not extend their hands, arms or heads through the bus windows and will not open any window without permission of the driver.
- Nothing shall be thrown out of the bus.
- Roughhousing is prohibited.

- Students will converse in a normal tone. Loud or vulgar language, and/or shouting are prohibited.
- Students shall be courteous to the driver, to fellow students, to pedestrians, and to passengers or drivers of other vehicles on the road.
- Students will enter the bus in an orderly fashion and go directly to a seat. Students will remain seated until the destination is reached unless instructed otherwise by the driver.
- There shall be no littering or defacing of the buses. Vandalism of any type will require restitution and suspension from school.
- Use, possession or sale of drugs or alcohol on the bus is forbidden and would result in suspension or expulsion from school.
- The emergency door must be used for emergencies only. Students shall not touch any safety equipment on the bus.

It is essential that all Students cooperate with the bus driver for everyone's safety. Bus rules will be strictly enforced as the bus is considered an extension of the school. The bus driver has full authority and responsibility to enforce order and maintain discipline by direct command to the Students. In the event of a discipline problem with a student, the driver will deliver the student to his or her destination and then notify the principal.

Any violation of the aforementioned rules and regulations may result in the suspension of bus privileges, permanent removal from the bus and/or suspension from school.

CAFÉ/DINING HALL

The lunch period affords students the opportunity to socialize and enjoy time with their classmates. To ensure that this time is beneficial to all students, the following guidelines have been established:

- Students are to line up and wait their turn to be served. Cutting in lunch lines is not permitted.
- Students are asked to help keep the Cafetorium clean by cleaning up any mess on the table and floor area around where they ate.
- Students must properly dispose of papers and other trash in the proper receptacle.
- No soda, caffeine drinks or glass bottles are permitted at school at any time.
- All students seated at a table are responsible for the cleanliness of that table.
- Students are to follow the directions of the lunch room supervisors.
- Students are not to throw anything at any time in the lunch room.
- Students are not allowed to take food or drink from the Cafetorium.
- Upon completion of their meal and after they have returned their trays, students may use the lavatories nearest the Cafetorium after receiving the lunchroom supervisor's permission.
- Students will be dismissed by table at the end of the period, at the discretion of the lunchroom supervisor. When weather permits, students may go outside to a supervised play area.
- A hot lunch or a soup and sandwich lunch may be purchased at the cost of \$2.65. This includes milk. Ice cream, cookies or chips may also be purchased at an additional charge.
- Parents may pay for student lunches by logging on to mynutrikids.com.

LUNCHROOM ACCOUNTS

If your student has a prepaid account, his/her balance at the end of the year it will carry over to the following school year. The balance will stay with each student even if he/she changes schools within the Franklin district. If you move out of the Franklin district a refund cannot be issued. A transfer can be made to the sibling of a student who moves out of the Franklin Public Schools, (i.e. a senior who is graduating balance may be transferred to a younger sibling still in the district).

Charges and Uncollected Debt – Food Service

Based on guidance issued by the U.S. Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an “emergency meal”. Under no circumstances will students be denied food because they lack the funds to pay. Choices of “emergency meals” include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within the household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30th). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

FREE AND REDUCED LUNCH PROGRAM

Children from families receiving public assistance, as well as students from families with low income, may be eligible for free lunches or lunches at a reduced price. Applications may be obtained in the Main Office.

CELL PHONES

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone usage were to occur discipline will be progressive. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

COMMUNICATIONS

Open and respectful communication is one of the primary goals at the Horace Mann Middle School. Students and parents/guardians are encouraged to keep in close communication with teachers.

Conferences are one of the many ways in which this can be accomplished. Students and parents/guardians may schedule a conference with a teacher at a mutually agreed upon time.

Parents/Guardians, students and teachers are encouraged to continue communication through email, progress reports, report cards, and voice mail. Parents/Guardians should understand that the availability of technology can increase the volume of communication to which school staff is asked to respond. Reasonable guidelines may be set by the school with respect to the timeframes and formats in which staff is expected to respond to emails and other communications.

HOME-SCHOOL PARTNERSHIP

When receiving a communication from the school, parents/guardians should keep in mind that education is a partnership involving students, his/her teacher(s) and the parents/guardians. It is natural for parents/guardians to love and support his/her child. In fact, it is that support which enables a child to face the world every day and to grow into a competent adult. Sometimes, however, that support requires parents/guardians to recognize that children make mistakes and it is through recognition of these mistakes that growth occurs.

Communication from the school comes in many different forms. School personnel may call home to commend a student for exemplary behavior or for an outstanding academic accomplishment. There are also occasions however, when school personnel will call home to inform parents/guardians that a student owes homework, broke a school rule, performed poorly on an assessment(s), was late for class, misbehaved on the bus, etc.

The following guidelines may be helpful to parents/guardians as they try to understand the situation:

- When parents/guardians and the school work collaboratively and respectfully on an issue it is less likely to happen again.
- The school professionals wish to collaborate with parents/guardians in order to help each student to feel safe, and to realize success.
- If the news is upsetting or catches parent/guardian off guard, he/she can tell the school professional that he/she would like time to think about the issue. A time should be set to call back or to make an appointment for a meeting (except in the case of a suspension).
- When discussing the issue with the school professionals, parents/guardians should listen carefully and ask clarifying questions.
- Understand that the school professionals know that students make mistakes. Their ultimate goal is to help each student learn from his/her mistakes.
- Students at this age expect consequences for their behavior and are confused when they are not forthcoming.
- When discussing the situation with his/her child, the parents/guardians should listen to how he/she is making sense of the issue; help him/her to gain perspective and articulate what he/she has learned.

COURTESY CODE

Middle School students are expected to conduct themselves at all times in a manner that will bring credit to and reflect positively upon themselves and their School. Rules of common courtesy are to be exercised with other students, school personnel, substitute teachers, and visitors to the school. Special note is made of the need for courtesy at school-sponsored activities such as field trips, field days, assemblies, athletic events, and theatrical performances. Respect for the feelings of a student's classmates must be a top priority. Violations of the Courtesy Code will result in appropriate action taken by the Assistant Principal or the Principal as described in the Rules and Regulations section of this Handbook. Additionally, students may also be excluded from future extra-curricular activities if their behaviors have presented a problem at previous events.

CODE OF CONDUCT

The Code of Conduct guides our actions and words. All students and staff deserve the opportunity to work and learn in an environment of respect and trust. Students are responsible for knowing the school rules and understanding the importance of abiding by these rules throughout the school year, both at school and at extra-curricular activities. It is expected that the Code of Conduct and Courtesy Code will be followed by all members of the Middle School Community.

Definition of Disrespectful Conduct/Harassment

Disrespectful conduct/harassment is any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment. Prohibited conduct may include but is not limited to the following when it relates to a person's sex, gender identity, race, color, ethnicity/national origin, religion, age, disability, sexual orientation, physical appearance, physical/mental capacity and when such conduct is unwelcome by the recipient or others:

- Name calling (verbal/written), teasing, mimicking, use of slurs or other derogatory remarks
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers or designs on clothing
- Phone calls, text messages, emails, and/or instant messages, or postings on any web sites (e.g. Facebook, YouTube, Snapchat, Twitter, etc.) which would embarrass, humiliate, hurt, or intimidate
- Touching a person or touching a person's clothing
- Words, pranks, or actions which would embarrass, humiliate, hurt or intimidate
- Stalking or following
- Spreading false and malicious gossip or starting rumors which would embarrass, humiliate, hurt or intimidate
- Discrimination

These behaviors are considered harassment when they:

- Have the purpose or effect of creating an intimidating, hostile or offensive school or work environment
- Have the purpose or effect of substantially or unreasonably interfering with an individual's academic or work environment
- Otherwise adversely affect an individual's educational opportunities

Students who are experiencing difficulty with one another may be asked to sign and adhere to *The No Contact Form*. See the sample below.

NO CONTACT AGREEMENT

NAME:

DATE:

Thank you for taking the time to talk with school administrator _____ today to discuss a conflict between you and the following peer(s): _____

After reviewing the conflict with all students involved, the following No Contact rules will be put into effect for everyone involved (both sides):

- a. There will be no texting between factions
- b. No internet-based communication
- c. No phone calls
- d. No talking or other means of verbal communication
- e. No third party communication
- f. No viewing of each other's blog and/or internet postings
- g. No non-verbal communication

The school resource officer will be given the names of all students issued no contact notifications, and a parent of each student will be notified of this contact notification agreement.

Violations of this No Contact notification order should be reported to the Assistant Principal so that a further investigation can take place and school-based discipline can take effect, as appropriate, according to the student-parent handbook.

By signing this agreement, I agree to follow the No Contact rules as outlined above.

Student Signature

School Administrator

Students may be suspended for disrespectful conduct and/or harassment.

DIRECTORY INFORMATION NOTICE

The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

DISCIPLINE

Research in adolescent development strongly notes the importance of including students in active problem solving in order to attain and maintain an environment of mutual respect. Every effort is made at all levels to help our students assume responsibility for managing their own affairs within the school setting. Staff will use a variety of research based strategies to enlist students to help resolve any classroom issues. If a problem persists, a team approach will be utilized. Teacher(s) will first conference with the student and point out the area of concern. Depending on the growing concern of the team or teacher, the parent/guardian may or may not be contacted. If the behavior or concern still persists the teacher will bring the student concern to his/her academic team meeting and teachers will brainstorm additional strategies together. Parents /Guardians may be contacted to come in for a conference at which time an action plan or success plan will be put into place. The teachers, counselors, Assistant Principal and Principal will make every effort to enlist family support.

Giving back to the community by using *restorative discipline* (an opportunity provided to repair relationships by doing something for a teacher or the middle school community) may also be utilized. A plan could be completing helpful tasks around the school or for a teacher after school. A plan could include volunteer work outside of the school or at a local food pantry, etc. This approach will be used whenever it is believed this approach will bring realization that relationship(s) need to be rebuilt between the student(s) and teacher(s)/team/school/student(s). Such a course of action will be determined by the Assistant Principal or Principal. A restorative discipline plan will be developed with the family. Our experience shows us that a student is more likely to be successful when the family and school work together to help a student learn from mistakes and take specific actions to improve and understand that relationships can be repaired and restored.

If the aforementioned interventions are used and no significant improvement is made or the behaviors and/or concerns continue to occur, the student may be assigned detention(s). If the student continues to habitually disrupt the educational process or not follow the rules the student may risk suspension. If a student is suspended from school, he/she is required to make up work. Every effort will be made to provide the student with work for the day(s) of suspension. The work must be made up within a reasonable period of time following the guidelines established when a student is ill. Any incident that endangers the well-being or safety of a student, faculty member, or the school plan will be dealt with on an individual basis at the discretion of the Assistant Principal or the Principal, regardless of the student's prior record.

Any student who assaults the Principal, Assistant Principal, Teacher, EA (classroom assistant), or other educational staff, on school premises or at a school-sponsored or school-related event, including athletic games, may be subject to expulsion from the school or school district by the Principal. The student will be suspended and a hearing will be held with the Principal to consider expulsion of the student. Police will be notified if warranted.

DETENTION (CLASSROOM/LUNCH/OFFICE)

Grounds for detention include, but are not limited to:

- Striking, tripping, or pushing another student or staff member
- Bullying
- Intimidation, humiliating, harassing, or verbal abuse of another student or staff member
- Sexual harassment
- Language that is threatening or violent in nature and that could pose a threat to the safety of the school community
- Cutting/skipping class
- Repeated public displays of affection, e.g. hugging (after one warning)
- Slapping on the back or "five starring" (leaving imprint of fingerprints) on another student
- Possession of and/or use of cell phone in the building during the school day
- Unexcused tardiness to school
- Failure to report to classroom/lunch/Office detention

- Failure to bring a written excuse for absence
- Violation of Café/Dining Hall regulations
- Refusing to comply with a reasonable request from a staff member
- Persistent non-compliant behavior
- Repeated tardiness to class
- Running, pushing or roughhousing in the halls
- Repeated failure to return required forms, progress reports, tests, quizzes, etc.
- Inappropriate classroom behavior
- Inappropriate display of affection
- Dress code violation (after a warning(s))
- Wearing a hat during school day (after warning(s))
- Removal from class due to disruptive behavior
- Failure to report to Office when sent by a school professional
- Vandalism or defacing school property (Restitution will be required)
- Graffiti
- Violation of bus regulations
- Inappropriate behavior in assemblies, on field trips, at field day, etc.
- Gambling
- Loitering after school
- Plagiarism, forgery, cheating or lying
- Possession of a laser pointer
- Throwing snowballs
- Violation of the Courtesy Code and/or the Code of Conduct
- Missing homework

In the event that classroom or office detentions have not significantly altered the student's behavior the Assistant Principal or Principal will assign, at his/her discretion, any of (but not limited to) the following consequences consistent with the code of conduct:

- One or more detentions
- Office detention
- Temporary or permanent removal from a class
- Exclusion from extracurricular school functions
- Mandatory parent/guardian visit to school or school function to remove a student
- In-school suspension
- Out-of-school suspension
- Notification of proper authorities (Franklin Police/Fire)

Investigative Procedures

When the school receives a complaint or information of inappropriate conduct by a student, the Assistant Principal, Principal or other designated staff member may conduct an investigation. Except in extraordinary circumstances the parents/guardians of the student(s) being investigated will not be contacted by the school until the investigation is complete. Generally the school will contact parents/guardians only if it has been decided to impose a discipline/sanction.

During the course of the investigation, school personnel may talk to witnesses, and may search students, students' lockers or possessions and take other appropriate investigative steps. The student(s) being investigated may be removed from class for all or part of the school day during the investigation.

Grounds for Suspension

Reasons for student suspension include, but are not limited to, the following infractions of the Code of Conduct:

- Use and/or being under the influence, possession, transfer or sale of a controlled substance and/or alcohol before, during, or after school or at any school activity including field trips

- Fighting in school, during a school function or activity (The administration shall have the latitude to determine who is at fault and the effect the incident has had on the safety of the school community due to the severity and location of the fight. The consequence will be administered accordingly)
- Bringing a weapon to school or use of weapons (guns, knives, including a pen knife)
- Bullying
- Unauthorized use of fire extinguishers
- Possession of incendiary devices
- Possession of imploding devices or “stink bombs”
- False alarms
- Harassment
- Sexual harassment
- Violence or threats to another person, treating another person in a manner as to deprive the student of his/her education

- Discrimination/harassment as defined in this handbook
- Slapping on the back or “five starring” (leaving an imprint of fingerprints) on another student
- Repeated public displays of affection, e.g. hugging, kissing after repeated warnings
- Theft
- Extortion
- Gambling
- Defacing or malicious destruction of school property
- Vulgar language or gestures
- Refusing to comply with a reasonable request from a staff member
- Persistent non-compliant behavior
- Failure to report to the Office when sent by a school professional
- Disrespect to any school professional or authorized visitors
- Repeated inappropriate displays of affection
- Use of any forbidden items
- Smoking at any time in school or on school grounds
- Forgery
- Truancy
- Cutting/skipping class
- Failure to report to classroom/lunch/Office detention
- Missing a class and not reporting to office upon arrival to school when requested to do so by a school professional
- Plagiarism, forgery, cheating or lying
- Leaving the building without permission
- Being in an unauthorized area of the school building (E.g.: teacher’s room when the teacher is not present)
- Being in school or on school grounds after being dismissed
- Trespassing on school property
- Graffiti
- Repeated bicycle or skateboard violations
- Inappropriate bus behavior
- Throwing snowballs
- Hazing as defined by Massachusetts General Laws, Chapter 269, Section 17
- Insubordination
- Violation of bus rules and regulations
- Possession of a laser pointer
- Violation of the Courtesy Code or Code of Conduct
- Any offense the school administrators deem serious.

A conference with the parent/guardian and the Assistant Principal is required before suspended students are allowed to return to class. This conference cannot be completed over the telephone unless waived by the Assistant Principal or Principal. Students involved with any type of suspension will not be allowed to participate in or be present at any school related function/activity during the time of suspension.

In-School Suspension/Out of School Suspension

In-school and out of school suspensions may be assigned for any of the infractions previously listed. The severity and/or frequency of an offense will determine the length of the suspension. Students will be allowed to make up all academic work during an in-school or out of school suspension, including tests, if their conduct during the suspension warrants it.

The severity and/or frequency of an offense will determine the length of the suspension. In school and out of school suspensions carry the same weight. An in school or out of school suspension is at the discretion of the Assistant Principal or Principal.

Typically a first offense, other than a drug/alcohol or violent offense, results in a detention or probation. However, an administrator may deem that a first offense warrants an in-school or an out of school suspension.

If a student is suspended from school he/she is required to make up work. The work must be made up within a reasonable period of time at the teacher(s) discretion.

Suspension of Students with Disabilities

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than ten (10) school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IFLEXS) for up to forty-five (45) school days. Your child may remain in this IFLEXS for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than ten (10) school days in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have a right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student's disability *cause* or have a *direct and substantial relationship* to the conduct in question?
 - >Was the conduct a *direct result* of the district's failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action *was* related to the disability, then you child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and Section 504 Plan and any behavioral intervention plans.

- If the manifestation determination decision is that the disciplinary action *was not* related to the disability, then the school may suspend or otherwise discipline your child according to the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the principal may place your child in an interim alternate educational setting (IFLEXS) for up to forty-five (45) school days. Your child may remain in this IFLEXS for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the tenth (10th) school day of suspension.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding ten (10) school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504). Until issues are resolved, the student remains in his or her current placement.

DANGEROUS AND FORBIDDEN ARTICLES

Inappropriate personal items such as wallet chains, beepers, dice, playing cards, laser pointers etc. may not be brought onto school property and will be turned into the Main Office. In addition, students cannot bring aerosol cans (including deodorants such as Axe) or "white out" in any form onto school property. These items will also be taken and sent to the Main Office. These items will not be returned.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all middle school students, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extra-curricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up his/her child up on days of inclement weather, he/she must join the student pick up line.

DRESS CODE

Appropriate dress is required to maintain safety and to ensure that there is no disruption to the educational process in all middle schools. Apparel deemed vulgar, provocative, or which advertises/advocates the use of alcohol, drugs and/or tobacco products is unacceptable and inconsistent with a safe and orderly educational environment. In addition, clothing or jewelry that is disruptive to the educational process (e.g. low-cut pants, low necklines, shirts exposing midriffs, short skirts or shorts) is not acceptable in school.

The rules are as follows:

- No undergarments should be visible
- No bare midriffs (back and/or stomach cannot be exposed)
- No halter-tops, tube-tops, camisoles, low-cut necklines (height of blouse or shirts is appropriate when measured at the top of the arm-pit and no lower) and no underwear-type tank tops
- No skirts that are shorter than eight inches above the knees (measured from the middle of the knee)
- No shorts that are shorter than ten inches above the knee (measured from the middle of the knee)
- No apparel should be worn that inappropriately leave parts of the body exposed. This may include short shorts/skirts, tights, and pants with excessive rips/holes
- Yoga pants, stretch pants, and/or leggings may be worn when the top worn with them meets the top of the leg in the front and back
- No clothing with logos that promote the use/sale of drugs, alcohol, and/or tobacco products
- No clothing that discriminates, demeans or that is derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnic origin, sex, gender identity, sexual orientation, stereotypes or that has sexual connotations, or sexual innuendo
- No studded wallets/belts/chains/jewelry
- No slippers or flip flops/beach shoes (shoes that are easily bendable, able to be folded or that may be penetrated by a dangerous object such as a nail or tack)
- No pajamas or flannel loungewear will be worn
- No hats or bandanas of any kind will be worn in classes but may be worn to school and removed upon entering the building and placed in the locker until dismissal
- No outside clothing such as a winter jacket will be worn during classes
- No jewelry will be worn during physical education classes (e.g. rings, bracelets, necklaces, earrings, watches and nose-rings)

ELECTRONIC DEVICES

Electronic devices (I-Pods, I-Pads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned, if continued violation of inappropriate usage were to occur discipline will be progressive.

EMERGENCY CARD

An emergency information card is distributed at the beginning of each school year. The information provided on this card by the parent/guardian will assist the school nurse and other school personnel to respond appropriately when medical or school-related emergencies occur.

FIRE OR EMERGENCY CALLS

When the fire alarm sounds, every adult and student in the school is expected to respond. Students are to pass quickly and quietly to the nearest exit. Once outside, students are to move away from the building as directed by their teacher and wait for the signal to return to class. Emergency procedures are posted in each classroom.

GRADING/MARKS

Grades or Marks are the fundamental way we communicate with students and parents/guardians about students' progress in reaching their educational goals. It is important as a school community that we have common understanding about our grading/marking system.

Grades or Marks reflect the measure or level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Marks must be fair and accurate and based upon school wide set of criteria. Grades or Marks should reflect the level of mastery of certain standards and criteria as set by the State and the Franklin Public Schools. At Horace Mann Middle School grades/marks include, but are not limited to, the following data:

- classroom participation
- effort
- tests and quizzes
- classwork
- homework
- special projects and reports

Teachers will communicate their grading/marking system to students and parents/guardians at the beginning of the school year in a letter home.

Report cards are issued three times a year. Students receive a letter grade for each class using the following parameters:

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

HONOR ROLL

In order to attain the Honor Roll, a student may not have any grade lower than B - in any course or an incomplete grade.

PROGRESS REPORTS/REPORT CARDS

We have high academic expectations for each student. Communicating how a student is performing at school is an important part of the learning process. Parents are able to view their student's academic progress on Aspen, our student information program and are encouraged to do so weekly. Progress reports can also be generated at any time during the term at the request of a parent. Report cards with the final term grades are distributed at the end of each marking term. Report cards must be signed by a parent or guardian and returned to school within three days. See calendar for the days report cards are issued at the end of each term.

GUIDANCE

The Middle School Adjustment Counselor and School Psychologist are available to students to assist them in making good decisions. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Adjustment Counselor and School Psychologist are available for conferences with students during the school day.

HONOR CODE/ACADEMIC INTEGRITY

Honesty with oneself and others is one of the most precious qualities a person can possess. It is the goal of the middle schools to assist in the development of this attribute in all of its students. Dishonest acts such as lying, stealing, cheating, forgery, or plagiarism (copying of anyone's work including from books, articles, or the Internet) are never acceptable. Such acts will result in parent/guardian notification and appropriate consequences. The Assistant Principal or the Principal, as described in the Rules and Regulations section of this Handbook, may assess major violations. Students are expected to prepare themselves honestly for tests, homework, projects, research papers, etc. No credit will be given for work obtained through cheating (a 0 will be

given). A student aiding another in cheating will be treated in a similar manner. Cheating is unethical and is a suspendable offense.

INTERNET USE/COMPUTER USE AGREEMENT

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures. When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)

- I will not use resources to initiate or further acts that are criminal or violate the school’s code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

FRANKLIN PUBLICSCHOOLS LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/STUDENT SERVICES DIRECTOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 STREET
 FRANKLIN, MA 02038

HOMELESS LIASON

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
 ELL/TITLE I COORDINATOR
 PARMENTER SCHOOL
 235 WACHUSETT STREET
 FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBORAH DIXSON
 DIRECTOR OF STUDENT SERVICES
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
 ASSISTANT SUPERINTENDENT OF SCHOOLS
 355 EAST CENTRAL STREET
 FRANKLIN, MA 02038
 508-553-4819

**TITLE VI OFFICER CIVIL RIGHTS OFFICER
 HARASSMENT/GRIEVANCE**

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

LIBRARY MEDIA CENTER

The library is for student research and reading use. In order to ensure that all students may enjoy the use of the facility, the following policies have been established:

- A student is allowed to have two books checked out at a time.
- Books may be renewed for two weeks.
- All school rules must be observed in the library. Students must arrive on time and be prepared to work.
- Upon entering the library, the student is to put his/her pass on the check-out desk and sign in on the sheet provided.
- When leaving the library, the student must have his/her pass signed by the librarian.
- Reference books and magazines are to be used in the library only. They cannot be checked out.
- Gym bags and book bags are to be left at the check-out desk. They cannot be taken into the library.
- Any student who has long overdue books, more than two overdue books, or chronically misbehaves in the library may not use the library without special permission from the Librarian, Assistant Principal, or Principal.
- Full replacement cost must be made before the end of the year for any lost book or any book defaced beyond repair for participation in extracurricular activities (e.g., Field Day, Student Faculty Games, Talent Show, Yearbook signing, Eighth Grade Ceremony, Celebration, field trips etc.) will be jeopardized.

LOCKERS

Students should keep their lockers locked at all times and should not give their locker combination to any other person. Students are expected to store their material in the locker assigned to them and should plan to take books with them for several classes so that it will not be necessary for them to go to their locker each period. Student lockers will be checked for neatness, cleanliness, and inappropriate posters and/ or pictures attached to the inside of lockers. Magnets are the only acceptable method of attaching anything to the inside of lockers. Nothing is to be attached to the outside of the locker.

Lockers are provided for the convenience of students. The school is not responsible for thefts from lockers and reserves the right to search lockers.

Gym Lockers

Each student is issued an individual locker for physical education equipment. There is no charge for these lockers, but students are expected to keep their lockers in good condition. In the case of the athletic lockers, the padlock must be returned at the close of the school year or a charge of \$5.00 will be made. Full replacement cost must be made before the end of the year for the padlock for participation in extracurricular activities (e.g., Field Day, Talent Show, Video Year Book Presentation, Eighth Grade Celebration, field trips etc.) could be jeopardized.

NOTE TO PARENTS/GUARDIANS

A minor student may be seen by school health/mental health professionals (e.g. school nurse, counselor, or school psychologist) and/or building administrators (e.g., principal, assistant principal) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents/Guardians should also be advised that district school psychologists, district school behaviorist specialists and adjustment counselors routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent, for such involvement in student support.

NURSE/HEALTH/SAFETY

Franklin school nurses are integral members of the educational team who assist children and youth to develop to their full potential. A comprehensive school health program includes delivery of health services and health education which directly contributes to the student's education as well as the health of the family and community.

A school nurse is available for parents/guardians and children at the school on a daily basis. Students who are ill or injured are urged to tell a school professional immediately. They should not allow a minor problem to become a major one by not bringing it to the attention of a school professional. In the event of serious injury or illness at school, the school nurse will provide immediate first aid. If follow-up care is needed, or if the child cannot remain at school, the parents/guardians will be notified.

Student Illness

Students may arrange for an appointment with the nurse to discuss any health problem. Excluding emergency situations, students are requested to have a pass from a teacher in order to report to the nurse's office.

If a student becomes ill and must be dismissed, the school nurse will notify his/her parent/guardian. A parent/guardian or his/her delegate will be expected to transport the ill student home. If the nurse sends a student home from school that absence from school is considered an excused medical day.

Medication

The policy of the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR, 210.000 Regulations Governing the Administration of Prescription Medications in Public and Private Schools is that medication is not to be dispensed without a written order from a licensed prescriber as described in 105CMR210:002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

All medications will be stored in a locked cabinet or when required in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an RN (including on field trips) with the exception of inhalers that may be self-administered by students, if deemed safe and appropriate by the school nurse, in grades 5 through 12. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration) with parent/guardian consent, if not in violation of confidentiality. Students are responsible for documenting usage of the inhaler and must report weekly to the school nurse. Most prescription medication is available in a 2 or 3 times a day dosage form. Parents/Guardians should inquire about the availability of these medications from their physicians. This will eliminate the need to take medication during the school day.

Medication may be retrieved by the parent/guardian at any time and the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Medical Waiver

In order for a student to be granted a medical excuse from any course(s), including physical education, a doctor's certificate designating the length of time and the reasons must be given to the school nurse.

Immunization

The School Immunization Law, Chapter 75, Section 15 of the General Laws states: no child shall be admitted to school except as hereinafter provided: The provisions are: A physician's certificate listing immunizations given and/or the diseases the child has had; a physician's certificate stating immunization is contraindicated for health reasons, or a parent's/guardian's statement that immunization conflicts with religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps and rubella (German measles). Principals are responsible for refusing school admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Un-immunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as in compliance with the law. However, all immunizations must be complete for admission to kindergarten.

In addition, the Massachusetts Department of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective September 1996 a second dose of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1992. A Td (tetanus/diphtheria) booster is required in grades 10-12.

Physical Examination

State law requires that all students present evidence of a physician's physical examination during their seventh grade year.

Communicable Diseases

A student showing signs of ill health or of being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse.

Parent/Guardian help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis (pink eye), strep infections and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom-free for 24 hours.

Pediculosis

As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice). The link to the policy:
<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun. School nurses will screen any student who exhibits signs/symptoms of head lice. Students who are found to have live lice or nits will not be sent home from school. Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. Informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate. Students will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Students do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their student's head after treatment. The presence of nits will not prevent a student

from returning to school. Parents will be instructed to check their student's head on a regular basis to confirm treatment success or failure.

Screenings

All children in grade 7 are screened for vision and hearing. Parents/Guardians of those children failing to pass either of these screenings will be notified. It then becomes the parent's/guardian's responsibility to see that proper professional follow-up is completed.

Postural Screening

Postural screening will be conducted in the Franklin School System on all students in grades 5 through 9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided, stating that the postural screening has been completed during the academic year starting in June.

Initial screening will be conducted in PE classes in late February into March by the nurse or the physical education staff who have been trained to conduct these screenings. All students with questionable findings will be referred to the school nurse. Re-screens will be completed by the nurse after which recommendations will be made.

Since this is a health concern that is likely to develop during the adolescent years of rapid growth, it is important to be assessed annually. This screening is usually done during a physician's annual exam, and it must be specifically noted by the physician, such as "postural screening negative" or "scoliosis negative."

PERSONAL PROPERTY AND VALUABLES

Students are strongly discouraged from bringing excess money or valuable items to school. Excess money or valuable items should not be stored in lockers. Under no circumstances does the Town of Franklin, the middle schools, administration or the staff assume liability for personal possessions brought to school.

PROMOTION

Grade Six students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Seven students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

Grade Eight students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

If a student fails a major subject(s) for the year, credit recovery can be obtained by enrolling in summer school. In order for the credit recovery to be considered valid the student must pass the summer course. Student enrollment is at the discretion of the Principal.

SCHOOL COUNSELING PROGRAM DESCRIPTION

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate

educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits. In our school counseling office, what is said here stays here with the following exceptions:

1. Harm to Self or Others

This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.

2. Abuse or Neglect

If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).

3. Court and other Legal Proceedings

By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. Other Issues deemed related to school struggles

The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment,

issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

Signs of Suicide (SOS) Program – (Health Program)

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

To proactively address these issues, The Franklin Public Schools is offering depression awareness and suicide prevention training as part of the SOS - Signs of Suicide Prevention Program. The program has proven to be successful by encouraging students to seek help for themselves or a friend and is the only school based suicide prevention program listed by SAMHSA (Substance Abuse and Mental Health Services Administration) for its National Registry of Evidenced – Based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts. In a randomized control study, the SOS Program showed a reduction in self -reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help, if they need it

Students in grades 7 and 9 will participate in the SOS program during the 2015-2016 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you do not wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Cerce at 508-613-1660. If we do not hear from you, we will assume your child has permission to participate in this program.

SPECIAL EDUCATION:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a caregiving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

SECTION 504:

The Rehabilitation Act of 1973, commonly referred to as "Section 504", is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to student who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision

making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the “Notice of Parent and Student Rights under Section 504.”

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Director of Student Services
355 East Central St
Franklin, MA 02038

SUMMER SCHOOL

Franklin Public School students may earn credit during summer school provided:

- Administrative approval is given.
- Student has passed at least 1 term in a yearlong course.

TEACHERS’ PERSONAL ITEMS

Teachers’ desks, tables, files, cabinets, and personal property are their personal belongings and are strictly off limits to students. Students may only approach any of these items if asked to do so by a teacher. Removing any teachers’ items will be considered theft and will result in disciplinary action by the Assistant Principal or Principal as described in the Rules and Regulations section of this Handbook.

TEXTBOOKS/BOOKS/SUPPLIES

Proper care and maintenance of textbooks or reusable school supplies (e.g. calculators, locks, dictionaries, musical instrument or musical supply such as drumsticks) is mandatory. All textbooks must be covered at all times to prevent damage and unnecessary wear. Books may not be defaced, marred, thrown on the floor, or jammed with papers that will break the bindings.

You may use grocery store bags or book socks to cover books. Do not use book socks that are too small for the textbook that you are covering as they can damage the books or texts permanently. Do not use contact paper or adhesive paper to cover books or textbooks.

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, reusable school supply, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in school or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, Go Girls, Concerts, special assemblies, Eighth Grade Ceremony, Celebration, Eighth Grade Breakfast, field trips etc.)

VISITORS

All parents/guardians or visitors coming into the school are welcome. Visitors must sign in with the secretary in the Main Office before proceeding to any other section of the school. A pass or badge will be issued at the time of sign-in and must be returned before exiting the school. To avoid interruptions in the educational process of our students, parents/guardians or

visitors are requested not to enter classrooms or meet with teachers without a prearranged appointment. Students not enrolled at Horace Mann Middle School will not be allowed to visit without written permission of the Assistant Principal or the Principal.

YEARBOOKS

It is a tradition at the FPS middle schools to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that he/she is proud to share with family and friends now and in the future.

FRANKLIN PUBLIC SCHOOLS DISTRICT POLICIES

This section contains School Committee policies that are applicable to students and families. The district's complete Policy Manual is located at http://franklinschool.vt-s.net/Pages/FranklinCom_Emanual/index. If you do not have access to the Internet or would prefer a paper copy of a policy, please contact the school Office.

This section is organized by policy number utilizing the following system:

A policies: Foundations and Basic Commitment Operations

B policies: Board Governance and Operations

C policies: General School Administration

D policies: Fiscal Management

E policies: Support Services

F policies: Facilities Development

G policies: Personnel

H policies: Negotiations

I policies: Instruction

J policies: Students

K policies: Community Relations

L policies: Education Agency Relation

Due Process

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon sex, race, color, religion, national origin, disability, age, gender identity or sexual orientation should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender orientation or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school-sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601

Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14

File: ADC

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100

School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY—SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
Student Handbooks
Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10

Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICED FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

ACCEPTABLE USE FOR STUDENTS

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09

Reviewed; revised 8/7/12

File: GBAB-E1

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)

- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

Reviewed; revised; adopted 9/22/09
 Reviewed; revised 8/7/12
 Reviewed, Revised, Adopted 9/22/09

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS (PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self-reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing

programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
Rehabilitation Act of 1973
M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
Board of Education Chapter 766 Regulations, adopted 10/74, as amended through
7/1/81 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.
- Implement all interventions and services and procedures mandated by state and federal regulations and laws.

- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools’ rules and policies including MIAA guidelines**

- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles

Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

1. All field trips contribute to the students' access to state and local curriculum standards;
2. All field trips have advance approval of the Superintendent or his/her designee;
3. All students have the prior permission of the parent/guardian for field trips;
4. The field trips are properly supervised by staff and parent/guardian volunteers;
5. All students are provided with full and equal opportunity for participation in field trips; and
6. Safety protocols are established and observed on field trips;
7. All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips

JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.
Adopted by School Committee 2/28/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- A. The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- B. As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3
Adopted by School Committee: 10/23/12

JFAA-R

SCHOOL ADMISSION/RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A	Column B
<u>Evidence of Residency</u>	<u>Evidence of Identification (Photo ID)</u>
Record of recent mortgage payment and/or property tax bill.	Valid Driver's License
Copy of Lease <i>and</i> record of recent rental payment	Valid MA Photo ID Card
Landlord Affidavit <i>and</i> recent rental payment	Passport
Section 8 Agreement	Other Government issued Photo ID
Signed HUD Settlement Statement	

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:

- a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
- b. Tuition paying students, as permitted by law;
- c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
- d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:

a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin.

3. Dwellings that are intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section
Reviewed, revised 2/7/12

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

- A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:
 1. Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.

2. If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

B. Preschool to Grade 11 student moves to another town:

1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.
2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS: M.G.L. 76: 1; 76:16; 76:20
REF.: Franklin Public School Handbooks

File: JICF

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including “race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics.” The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target’s property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association

with a person who has or is perceived to have 1 or more of these characteristics.” The District’s bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal’s decision to the Superintendent and the Superintendent’s decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJE

STUDENT FUNDRAISING ACTIVITIES

The Franklin School Committee recognizes the importance of fundraising activities of the PCC’s, Booster Clubs, and student extra-curricular groups. Fundraising activities need to be approved in advance by the Principal and shall be in keeping with the mission of the Franklin Public Schools. Proposals to raise funds for charitable purposes or for the benefit of the school or community must be approved in advance by the Principal and Superintendent and must be consistent with the school mission.

No student shall be required to engage in fundraising as a condition of participation in any school-related activity or event.

CROSS REF: KCD Donations of Non-Budgeted Funds
KJA Relations with Booster Organizations
KBE School/Parent Organizations
KBE-E School Committee/Administration Participation in PCC/Booster Meeting Guidelines
JJF Student Activity Accounts
JLCCB Wellness Policy

File: JJN

HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

State Concussion Law Requirements:

The Commonwealth of Massachusetts Executive Office of Health and Human Services requires that all high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the following law:

Student athletes and their parents, coaches, athletic directors, school nurses, and physicians must learn about the consequences of head injuries and concussions through training programs and written materials. The law requires that athletes and their parents inform their coaches about prior head injuries at the beginning of the season. If a student athlete becomes unconscious, or is suspected of having a concussion, during a game or practice, the law now mandates taking the student out of play or practice, and requires written certification from a licensed medical professional for "return to play."

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11
Reviewed, Revised 1/25/12
Reviewed, Revised 2/7/12

Parents and student-athletes who plan to participate in any sports program at the Franklin Public Schools must also take one free online course about concussions per school year. Two free online courses have been made available and contain all the information required by the law.

The first online course option is offered through the National Federation of High School Coaches. You will need to click the “order here” button and complete a brief information form to register. At the end of the course, you will receive a completion receipt. The entire course, including registration, can be completed in less than 30 minutes:

<http://www.nfhslearn.com/electiveDetail.aspx?courseID=15000>

The second online course option is offered through the Centers for Disease Control and Prevention at: http://www.cdc.gov/concussion/HeadsUp/online_training.html

The district’s Head Injury-Concussion Policy and required forms can be found on the Franklin Public School’s Website at <http://www.franklin.ma.us>.

This information can also be found at the high school website under the Athletic Department Tab at <http://franklinhigh.vt-s.net>.

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school

experience. The number of tutoring hours provided to the student will be based upon the Districts recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)
Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;

2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.
3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza type B, hepatitis B and varicella.

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

1. A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
2. A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of

interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55
Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with Massachusetts State regulations as identified below. These regulations apply to “foods and beverages sold up to 30 minutes before the beginning of the school day or 30 minutes after the school day” All foods and beverages sold through vending machines must comply with these standards at all times. Competitive foods are defined as foods and beverages provided in:

1. School cafeterias, offered as a la carte items

2. School buildings, including classrooms and hallways
3. School stores
4. School snack bars
5. Vending machines
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered 30 minutes before the beginning of the school day until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are encouraged to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the Massachusetts School Nutrition Regulations for Competitive Foods and Beverages Table below for the standards.

MA School Nutrition Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> ▪ Must be 100% fruit or vegetable juice with no added sugar ▪ Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> ▪ Must be low-fat (1% or less) or fat-free ▪ Portion size limited to 8 ounce serving ▪ Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces until August 2013. ▪ Starting August 2013, flavored milk/milk substitutes containing more than 12 grams sugar will not be allowed.
Water	<ul style="list-style-type: none"> ▪ No added sugar, sweeteners, or artificial sweeteners ▪ May contain natural flavorings and/or carbonation
Food	
Calories	<ul style="list-style-type: none"> ▪ Foods shall not exceed 200 calories per item ▪ A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable

Fat	<ul style="list-style-type: none"> ▪ No more than 35% of calories from fat* ▪ No more than 10% of calories from saturated fat* ▪ No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> ▪ No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> ▪ Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> ▪ All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredient statement)
Foods and Beverages	
<ul style="list-style-type: none"> ▪ No food or beverage shall contain more than trace amounts of caffeine ▪ No food or beverage shall contain artificial sweeteners ▪ Packaged items may contain no more than 1 serving per package 	
Additional Regulations	
<ul style="list-style-type: none"> ▪ Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines ▪ Fryolators cannot be used to prepare competitive foods ▪ Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements ▪ Drinking water must be available to all students at no cost during the school day. 	

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers

are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students are allowed to select $\frac{1}{2}$ cup fruit under OVS

Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
- In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, and growth and development.

- In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
- In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.

In grades K-12 students shall have access to valid and useful health information and instructional materials.

In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.
- Students shall be supported in setting and striving towards personal fitness goals that result in the achievement and maintenance of a health enhancing level of physical fitness.

Healthy and Safe Environment:

A healthy and safe environment for all, before, during and after school supports academic success. Safe communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.
- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

Social and Emotional Well Being:

Programs and services that support and value the social and emotional well-being of students, families and staff build a healthy school environment.

- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others through a variety of programs including but not limited to:

Open Circle/Responsive Classroom

Advisor/Advisee

Peer Leadership

Peer Mediation

Peer Mentoring

Best Buddies

Middle School Magic

High School Experience

Communiten

Friends of Rachel

Bullying Prevention Club

DARE Program

SADD

- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies

serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to

the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71 Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;
- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.

Adopted: 3/05

Reviewed, no revisions 9/27/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.

6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.
7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency: "No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."
9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12

Reviewed; revised: 7/28/15

File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES
IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
 - a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - b. The signs and symptoms of anaphylaxis.
 - c. The correct use of an Epi-pen.
 - d. Specific steps to follow in the event of an emergency.
4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.
5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Life-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

1. School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
2. In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
3. Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)
4. The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
5. Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
6. Notify staff the locations of Epi-pens in the school.
7. A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

1. Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
2. Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
3. Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
4. In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
5. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
6. The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
7. Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
8. Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.
9. Emergency protocol will be in place in the event the nurse is not in the building.
10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
11. Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

1. Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
2. Leave information in an organized, prominent and accessible format for substitute teacher.
3. Participate in in-service training for students with life-threatening allergies
4. The teacher will implement the Individual Health Care Plan as necessary in the classroom.
5. Participate in the planning of a student's re-entry into school after an anaphylactic reaction.

6. Advise parents of any school related activity that requires the use of food in advance of the project or activity
7. Limit use of food for instructional lessons.
8. Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.
9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

1. Supply cleaning materials for washing and sanitizing tables as per district protocol.
2. Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
3. Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

1. Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
2. Maintain and reinforce policy of no food eating on the bus.

RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

1. The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - a. Before or after school activity instructors
 - b. Coaches
 - c. Solutions Personnel
 - d. Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

1. Children will be under the supervision of at least one adult.
2. An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
3. Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone) is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

1. Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.

2. Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
3. Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

1. Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
3. May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms
6. Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
7. Encourage your child to wash hands before and after handling food.
8. Teach your child to
 - a. Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as he/she feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate.
 - e. Not share snacks, lunches, or drinks.
 - f. Understand the importance of hand washing before and after eating.
 - g. Report teasing an/or bullying that may relate to the child's disability.
 - h. Take as much responsibility as possible for his/her own safety.
9. As children get older, teach them to:
 - a. Communicate the seriousness of the allergy.
 - b. Communicate symptoms as they appear.
 - c. Read labels.
 - d. Administer own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
11. Provide the school with the licensed provider's statement if the student no longer has food allergies.
12. Go on field trips and out-of-school activities with your child, whenever possible.
13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

1. Take responsibility for avoiding food allergens.
2. Do not trade or share food.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an allergic food reaction.
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.

6. Take more responsibility for your food allergies as you get older.
7. Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12
 Reviewed, revised 7/15/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected.

The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A
 Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet

be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions,
Answers and Guidelines, Sept. 1995
CROSS REF.: KDB, Publics' Right to Know
Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 s.34F which directs that " the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students' records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.
- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.
- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non-custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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.

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 the 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.

Access Procedures for Non-Custodial Parents. As required by M.G.L. c.71, s.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 based on a threat to the safety of the student or to the custodial parent, or
 - 2. The parent has been denied visitation or has been ordered to supervised visitation, or
 - 3. The parent's access to the student or to the custodial parent 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
- (b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:
 - 1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
 - 2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- (c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- (d) Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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 the address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- (a) The standardized testing programs and research studies to be conducted during the year and

other routine information to be collected or solicited from the student during the year.

- (b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995
CROSS RES: KDB, Public's Right to Know
Reviewed; no revisions 8/7/12

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students' records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 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 based on a threat to the safety of the student or to the custodial parent, or
 2. The parent has been denied visitation or has been ordered supervised visitation, or
 3. The parent's access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- 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 is not eligible to obtain access as set forth in

603 CMR 23.07.

- e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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 which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)

Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09

Reviewed; no revisions 8/7/12

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10

Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school MUST ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/13

DUE PROCESS FOR STUDENT DISCIPLINE

Respect is at the heart of Franklin Public Schools, respect for yourself, respect for the staff, and respect for your school. Every student has a right to an education in a safe, secure and supportive environment, and every teacher has a right to expect respectful, prepared students in his/her classroom. The administration will treat all students consistently and equitably, and will respect the rights of all students to an education in a safe and healthy environment. It is the policy of the Franklin Public Schools to ensure fair and effective disciplinary practices. Accordingly, the following rules and regulations will be administered fairly and consistently to all students:

The Code of Conduct of the Franklin Public Schools is administered within the framework of the United States Constitution and state laws and regulations with regard to due process for students. The Code of Conduct is intended to be administered for disciplinary infractions that occur on school grounds or at school-sponsored events (on and off school grounds) OR for disciplinary infractions that occur off school grounds but substantially disrupt the educational environment or create a hostile environment at school.

The Code of Conduct is based on a system of progressive discipline with a goal of limiting the use of long-term suspension as a consequence for student misconduct until other consequences have been considered, as appropriate. The administrator will exercise discretion in determining disciplinary consequences. The administrator may utilize his/her discretion to significantly increase penalties in the cases of second and third offenses or for other factors. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to: 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior and 5) whether alternative consequences are appropriate to re-engage the student in learning. Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

ELIGIBILITY TO PARTICIPATE IN SCHOOL ACTIVITIES AND EVENTS

Extra-curricular activities and events are an important part of the educational experience for our students, but participation in these activities is a privilege, not a right. The variety of clubs, activities and events is extensive and students are encouraged to become involved in one or more of these opportunities.

Participation in clubs and activities at Franklin Public Schools and attending school-sponsored, school-related events is a privilege afforded to students who remain in good standing. To participate in school activities, events and clubs, students are expected to maintain good attendance and demonstrate good behavior and citizenship during school and at school-sponsored events. Eligibility for participation in activities, events, clubs, awards, scholarships and honorary positions at Franklin Public Schools is limited to students who are currently enrolled in and attending Franklin Public Schools in good standing. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. A student's removal from extracurricular activities and attendance at school sponsored events is not subject to the procedural requirements of Massachusetts Laws Chapter 37H ¾ (Principal's Hearing). The removal is not a suspension for the purpose of counting the school days that a student is suspended. Parents will be notified when a student is removed or excluded from extracurricular activities.

SUSPENSIONS

The Franklin Public Schools adheres to the Student Discipline Laws and Regulations as set forth in Massachusetts General Laws Chapter 37H, 37 H1/2 and 37 H ¾ and 603 CMR 53.00 et seq.

IN-SCHOOL SUSPENSION PROCEDURES:

A student may be removed from regular classroom activities, but not from the school premises, for up to ten (10) consecutive school days or up to ten (10) school days cumulatively for multiple infractions during the school year. Students who are placed in in-school suspension shall have the opportunity to earn credits, make up assignments, tests, papers, and other school work as needed to make academic progress during the in-school suspension.

A student who is unable to consistently adhere to acceptable classroom standards in a particular class may be removed from the class permanently and assigned to a different class at the discretion of the principal and/or his/her designee.

Notice of In-School Suspension:

The principal or his/her designee shall inform the student of the disciplinary offense charged and the basis for the charge, and provide the student with an opportunity to dispute the charges and explain the circumstances surrounding the alleged incident. If the principal or his/her designee determines that the student committed the disciplinary offense, the principal or his/her designee shall inform the student of the length of the student's in-school suspension, which shall not exceed ten (10) days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the principal or his/her designee shall make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension.

On the day of the suspension, the principal or his/her designee shall send written notice (by hand-delivery, certified mail, first class mail or email) to the student and parent including the reason and the length of the in-school suspension, and inviting the parent to a meeting if the meeting has not already occurred. The notice shall be in English and the primary language of the home if another language is identified in the home language survey, or by other means, as appropriate.

Parent Meeting:

The principal or his designee shall also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such

meeting shall be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the principal or his/her designee is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for in-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

OUT-OF-SCHOOL SUSPENSION PROCEDURES:

Due Process Procedures for Out-of-School Suspensions:

There are two types of out-of-school suspensions, Short-Term Suspensions and Long-Term Suspensions. The principal or his/her designee shall determine the extent of the rights to be afforded the student at a disciplinary hearing based on the anticipated consequences for the disciplinary offense. If the consequence may be long-term suspension from school, the principal or his/her designee shall afford the student, additional rights as described below, in addition to those rights afforded to students who may face a short-term suspension from school. All students facing out-of-school suspension shall have the right to oral and written notice, as described below.

Notice for Any Out-of-School Suspension:

Prior to suspending a student, the Principal or his/her designee will provide the student and the Parent oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s) to participate in the hearing. The notice will be in English and in the primary language of the home if other than English as identified in the home language survey, or by other means of communication where appropriate. The notice will set forth in plain language:

- (a) the disciplinary offense;
- (b) the basis for the charge;
- (c) the potential consequences, including the potential length of the student's suspension;
- (d) the opportunity for the student to have a hearing with the principal or his designee concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- (e) the date, time, and location of the hearing;
- (f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;
- (g) if the student may be placed on long-term suspension following the hearing with the principal:
 - 1. the rights set forth in 603 CMR 53.08(3)(b) ; and
 - 2. the right to appeal the principal's decision to the superintendent.

The principal or his/her designee shall make reasonable efforts to notify the parent orally of the opportunity to attend the hearing. Prior to conducting a hearing without the parent present, the principal or his/her designee will document reasonable efforts to include the parent. The principal or his/her designee is presumed to have made reasonable efforts if the principal or his/her designee has sent written notice and

has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, e-mail to an address provided by the parent for school communications, or any other method of delivery agreed to by the principal and parent.

Emergency Removal of Student:

Under certain emergency circumstances, it may not be practical for the principal or his/her designee to provide prior oral and written notice before removing a student from school. The principal or his/her designee 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 (or his/her designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or his/her designee will immediately notify the superintendent in writing of the removal and the reason for it, and describe 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:

- (a) Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, the disciplinary offense, the basis for the charge, the potential consequences, including potential length of suspension, the opportunity for a hearing including the date/time/location of the hearing, the right to interpreter services, and other rights permitted for students who may be placed on long-term suspension as set forth in 603 CMR. 53.08(3)(b);
- (b) Provide written notice to the student and parent, including the information described in 603 CMR 53.06(2);
- (c) Provide the student an opportunity for a hearing with the principal or his/her designee that complies with 603 CMR 53.08(2) or 53.08(3), as applicable, and the parent 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.
- (d) 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 603 CMR 53.08(2)(c) and 53.08(2)(d) or 603 CMR 53.08(3)(c) and 53.08(3)(d), as applicable.

A principal will not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

SHORT-TERM SUSPENSION PROCEDURES:

A Short-Term Suspension is the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. The principal, or his/her designee, may, in his or her discretion, allow a student to serve a short-term suspension in school. Any student facing a potential short-term suspension is entitled to a hearing with the Principal or his/her designee with the following process:

Principal Hearing - Short-term Suspension:

- (a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 or his/her designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) Based on the available information, including mitigating circumstances, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.

(c) The principal or his/her designee 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 provided in 603 CMR 53.13(1). The determination shall be in writing and may be in the form of an update to the original written notice.

(d) 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.

No Right to Appeal:

The decision of the Principal or his/her designee is the final decision for short-term out-of-school suspensions not exceeding ten (10) days, consecutively or cumulatively during a school year.

LONG-TERM SUSPENSION PROCEDURES:

A Long-Term Suspension is the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year. The principal or his/her designee, may, in his or her discretion, may allow a student to serve a long-term suspension in school. Except for students who are charged with a disciplinary offense set forth in Massachusetts General Laws Chapter 71, §37 H, or in Massachusetts General laws Chapter 71 § 37H ½, no student may be placed on long-term suspension for one or more disciplinary offenses for more than ninety (90) school days in a school year beginning with the first day that the student is removed from school. No long-term suspension shall extend beyond the end of the school year in which such suspension is imposed. Any student facing a potential long-term suspension is entitled to a hearing with the Principal or his/her designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or his/her designee is 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 or his/her designee 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 alternatives to suspension. The principal or his/her designee shall provide the parent, 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.

(b) In addition to the rights afforded a student in a short-term suspension hearing, the student shall have the following additional rights:

1. 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;
2. the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
3. 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;
4. the right to cross-examine witnesses presented by the school district;
5. 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.

(c) The principal or his/her designee shall provide the parent, 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.

(d) Based on the evidence, the principal or his/her designee shall determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The principal or his/her designee shall send the written determination to the student and parent 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. If the principal or his/her designee decides to suspend the student, the written determination shall:

1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
2. Set out the key facts and conclusions reached by the principal;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school;
5. 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 as determined by the home language survey, or other means of communication where appropriate, and shall include the following information stated in plain language:

a) the process for appealing the decision, including that the student or parent 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 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.

(d) 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 Appeal Hearing:

(1) 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.

(2) The student or parent shall file a 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 may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar 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.

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

(4) The superintendent shall make a good faith effort to include the parent 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 and superintendent to participate. The superintendent shall send written notice to the parent of the date, time, and location of the hearing.

(5) 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.

(6) The student shall have all the rights afforded the student at the principal's hearing for long-term suspension.

(7) The superintendent shall issue a written decision within five (5) calendar days of the hearing which meets the requirements of 603 CMR 53.08(3)(c)1 through 5. 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.

(8) The decision of the superintendent shall be the final decision of the school district, with regard to the suspension.

A parent conference (re-entry meeting) with the Principal or his/her designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the

engagement of the parents or guardians in discussions of the student’s misconduct and to assist the student in re-engaging with the school community.

LONG-TERM SUSPENSION/EXPULSION PROCEDURES FOR SPECIAL CIRCUMSTANCES:

The long-term suspension or expulsion of a student from school will be in accordance with Massachusetts General Laws, Chapter 71, Section, 37H. The grounds for long term suspension or expulsion include but are not limited to the following:

1. 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, a knife, or their facsimile, or anything used in the commission of assault and battery; or a controlled substance as defined in Chapter 94 C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to long-term suspension or expulsion from the school by the principal or his/her designee.
2. 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 long-term suspension or expulsion from the school or school district by the principal or his/her designee.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of possessing drugs/weapons or assaulting school staff includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity for a hearing and the opportunity to present witnesses and evidence. The student may have an attorney at their own expense.
- c. Following the hearing, the principal or his/her designee may, in his/her discretion, decide to suspend rather than expel the student.
- d. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within ten (10) calendar days following the long-term suspension or expulsion.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of MGL c. 71 Section 37H.
- g. The Superintendent’s decision is final.
- h. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

PROCEDURES FOR STUDENTS WITH FELONY COMPLAINT OR CONVICTION:

In accordance with Massachusetts General Laws Chapter 71 (§37 H ½), principals have the authority to suspend students charged with a felony and expel or issue a long-term suspension to students convicted or adjudicated of committing a felony if the principal has determined that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Due process for a student who is subject to suspension as a result of a felony charge includes:

- a. The student shall receive written notice before the suspension takes effect and written notice of the right to appeal.

- b. The student shall be given an opportunity to respond to the charges before the suspension takes effect.
- c. The student may appeal the suspension to the Superintendent, provided the appeal is requested in writing within five (5) calendar days following the suspension.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney. The student has the right to present oral or written testimony on his/her behalf.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final.
- h. Any student who is suspended or expelled pursuant to this section shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers and other school work as needed to make academic progress during the period of his/her removal.
- i. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

Due process for a student who is subject to an expulsion or a long-term suspension as a result of a felony conviction includes:

- a. A student shall receive written notice before the expulsion or a long-term suspension takes place and written notice of the right to appeal.
- b. The student shall be given an opportunity to respond to the charges.
- c. The student may appeal the expulsion or long-term suspension to the Superintendent provided the appeal is requested in writing, within five (5) calendar days following the expulsion.
- d. The Superintendent must hold the appeal hearing within three (3) calendar days of the request.
- e. At the appeal hearing the student may be represented by an attorney and may present oral and written testimony.
- f. The Superintendent must render a decision within five (5) calendar days.
- g. The Superintendent's decision is final. Any student who is suspended or expelled for more than ten (10) consecutive days shall have the opportunity to receive education services and made academic progress toward meeting state and local requirements, through the school-wide education service plan.

EDUCATION SERVICES AND ACADEMIC PROGRESS UNDER SECTIONS 37H, 37H1/2 AND 37H3/4:

Any student who is serving an in-school suspension, short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The principal shall inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

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

The principal shall notify the parent and student of the opportunity to receive education services at the time the student is expelled or placed on long-term suspension. Notice shall be provided in English and in the primary language spoken in the student's home if other than English as determined by the home language

survey, or other means of communication where appropriate. The notice shall include a list of the specific education services that are available to the student and contact information for a school district staff member who can provide more detailed information.

SCHOOL-WIDE EDUCATIONAL SERVICES PLAN:

The School-Wide Educational Services Plan for each school is found on the district website. Written copies are available at the Superintendent's Office located at 355 East Central Street, Franklin, MA

FRANKLIN MIDDLE SCHOOLS
ASMS, HMMS AND RMS



RESPONSE TO BULLYING AND CYBERBULLYING:
PREVENTION AND ACTION

Franklin Middle Schools Bullying Prevention Vision, Mission and Policy Statements

Vision

The Franklin Middle Schools, in partnership with our students and families, will create a learning and working environment that is free of bullying, cyberbullying bullying behaviors and/or retaliation.

Mission

The Franklin Middle Schools are committed to eliminating bullying, cyberbullying and/or bullying behaviors. All students and staff deserve the opportunity to work and learn in a caring environment of respect and trust in which they are supported. We strive to create a school culture through the education of our staff, students and parents/guardians in which each individual feels physically and emotionally safe, accepted and treated with dignity.

Policy

In accordance with Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Middle Schools will not tolerate or accept bullying, cyberbullying, bullying behaviors and/or retaliation in any form. We will respond to any reported incidents of bullying cyberbullying, bullying behaviors and/or retaliation in a timely manner consistent with our bullying plan, investigate and take action as needed.



What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported
Bullying/Cyberbullying
Flow Chart
Student to Student**

- Report of an incident is received
- Ensure safety of all students involved
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)
- Speak to other relevant adults – teachers, counselors, and/or bus drivers
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Identify bully/cyberbully and bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer (SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Provide appropriate information to the parents/ guardians of the victim and the bully
- Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported
Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

- Report of an incident is received
- Notify Supervisor
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
- Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
- Take a complete statement from the student, parent/guardian or staff member reporting the incident
- Speak to other persons involved, including bystanders, witnesses
- Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any
- Notify all involved about the prohibition of retaliation
- Gather and preserve all evidence
- Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

- Provide appropriate information to the parents/ guardians of the victim in accordance with state law
- Take steps to restore a sense of safety for the victim, witnesses and school community

Bullying Web Resources

Bullying Web Resources Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf

<http://www.bullyonline.org/schoolbully/school.htm>

<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>

<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>

<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>

<http://www.stopcyberbullying.org/index2.html>

<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>

<http://www.wiredsafety.org/>

<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>

<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>

<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>



The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, gender, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events are unlawful and are strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.

J.F. KENNEDY ELEMENTARY SCHOOL



STUDENT AND FAMILY HANDBOOK 2016 - 2017

Also available on the web: <http://kennedyelementary.vt-s.net>

Evemarie McNeil, Principal
Sarravy Connolly, Assistant Principal

551 Pond Street
Franklin, Massachusetts 02038
Telephone: (508) 541-5260
Fax: (508) 553-0892

If you need to receive a copy of this handbook translated in your spoken language, please contact the Principal's office.

Si ustednecesitarecibirunacopia de este manual en sulenguahablada, los españoles, entran en contacto con por favor la oficina del principal.

Se vocêprecisa de receberumacópiadeste manual emsua lingual falada, osportuguêses, contatampor favor o escritório do principal.

如果您需要接受这本手册的拷贝在您的讲话的语言的，汉语，请与校长的办公室联系。

Néubancànphảinhậndữợcmộtbảnsaocủacuóncảmnangnày trongngônngữnóicủabạn, Việt Nam, dịch, xinviùliênhệvớivănphòngcủahiệutrởng.

यदिआपइसअपनेबोलीजानेवालीभाषा, हिंदी, मेंअनुवादकृपयाप्राचार्यके कार्यालयसेसंपर्कपुस्तिकाकीएकप्रतिप्राप्तकरनेकीआवश्यकताहै.

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A MESSAGE FROM THE PRINCIPAL

Dear Families,

Welcome to the 2016-2017 school year at Kennedy Elementary School! If you are new to JFK we are so happy to have you join our school community. If you are returning, welcome back. You are what make Kennedy a special place to grow and learn. Our collaborative partnership is what is essential to ensure your child receives an excellent education and will thrive in every way. We can't do it well without your involvement!

To assist with this partnership, the Kennedy Family Handbook has been designed to communicate important information. The handbook serves the purpose of articulating the rights and responsibilities of students and parents. In addition, it provides you with the policies, procedures, and other pertinent information for Kennedy and the Franklin Public Schools. Please read over these pages carefully and keep the handbook available as a resource throughout the year. Most of what you will need to know is contained in this handbook; however, we are always available to answer any other questions you may have.

In an effort to further promote our partnership, you will receive regular information about school activities and curriculum from this office and your child's teachers as well as from the Parent Communication Council (PCC). We truly believe that communication is an integral component of our school-family partnership. Please be sure Mrs. Carter, our school secretary, has your correct email address. Additionally, you can visit our JFK website to read school communications, find teacher websites and blogs, and keep up-to-date on school happenings.

You can access our website by visiting:

<http://kennedyelementary.vt-s.net/Pages/index>

You can access our Twitter site by visiting:

<https://twitter.com/jfk ladybugs>

We encourage you to become active and involved in our school community by joining the PCC, volunteering for school events or to assist in classrooms, attending school events, communicating regularly with teachers and administrators, or simply assisting your child with homework and school activities. We strongly believe you need to feel included and valued as an important member of your child's school community.

Respectfully,

Evemarie McNeil, Principal

Sarravy Connolly, Assistant Principal

FRANKLIN PUBLIC SCHOOLS



Vision Statement

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

Mission Statement

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

Core Values

Student Achievement

All students are entitled to academic excellence, appropriate facilities and quality materials and instruction.

Social / Civic Expectations

Students will become engaged, responsible citizens who respect the dignity and diversity of all individuals and cultures.

School Climate

Through our words and our actions, we create a culture of civility, thoughtfulness, appreciation and approachability.

School / Community Relationships

An active commitment among family, community and schools is vital to student learning.

Community Resources for Learning

We partner with all members of the community to exchange ideas, solve problems and build a comprehensive educational experience.

*Franklin Public School's **EARLY CHILDHOOD SCHOOL READINESS** involves the Schools, Child, Family and Community*

SCHOOLS

Franklin Public Schools welcomes and respects the multi-cultural and diverse families in our community. We strive to provide a smooth transition through open communication between parents/guardians and educators. Franklin Public Schools' early childhood programs value and utilize developmentally appropriate practice to raise student achievement, while at the same time fostering their curiosity and enthusiasm for learning.

CHILD

Readiness is an ongoing process that includes social-emotional development. A ready child feels good about one self, gets along with others and engages in social conversation and play. They are able to regulate their emotions, follow directions and begin to think of appropriate solutions to conflicts.

FAMILY

The family is the child's first educator. The family is responsible for providing for the child's basic needs as well as guiding their social and emotional development. The home environment should nurture the child's curiosity and enthusiasm. Families are active partners with the Franklin community and schools.

COMMUNITY

The Franklin Community has a responsibility to partner with the schools. This partnership will invest in education by exchanging ideas, solving problems and building a comprehensive educational experience.

Through the collaborative effort of the schools, families and community, each child will be provided a supportive, healthy and safe learning environment where they will be ready for school and can become successful lifelong learners.

PART I. KENNEDY ELEMENTARY SCHOOL HANDBOOK

WELCOME TO JOHN F. KENNEDY



JFK Core Values

Our school community thrives when...

- ❖ We are SAFE: physically, emotionally and socially.
- ❖ We all RESPECT each other and WORK TOGETHER.
- ❖ We are ACTIVE and CREATIVE.
- ❖ Families are INVOLVED.
- ❖ We have opportunities to LEARN and SHINE.

Our Mission Statement

The mission of the John F. Kennedy School is to enable, encourage and challenge every student to continue the pursuit of lifelong learning by providing a safe, nurturing and enjoyable academic environment. Through the collaborative efforts of staff, parents and community we strive to help each student become a confident, responsible and active citizen of an ever-changing global society.

School Motto

Ladybugs
Always
Devote
Yourselves to
Being
Upstanding citizens
Good friends and
Super students!



STUDENT EXPECTATIONS

GENERAL KENNEDY STUDENT EXPECTATIONS

- Be on time, come prepared, and try your best.
- Be kind, considerate, and respectful of others.
- Keep hands, feet, and objects to yourself.
- Walk directly, quietly, and safely through the building.
- Be honest in words and actions.
- Use words to solve problems.

STUDENT EXPECTATIONS CAFETERIA

- Use indoor voices.
- Clean up your area and push in chairs.
- Eat only your lunch (No trading).
- Ask permission to leave your seat.
- Follow the "Peanut Free" table rules.
- Come prepared for lunch and recess.
- Follow traffic patterns.
- Only 6 students may sit at a table (No saving seats).

STUDENT EXPECTATIONS PLAYGROUND

- Stay in assigned areas on school property.
- Play fair and take turns.
- Play only safe games.
- Play away from the windows.
- Respect organized games in progress.
- Use equipment safely.
- No throwing dangerous objects (rocks, snow, wood chips, etc.).
- Ask permission to re-enter building.
- Dress appropriately for the weather.

STUDENT EXPECTATIONS BATHROOMS

- Use bathroom materials appropriately.
- Flush. Then wash your hands with soap.
- Respect other's privacy.
- Use quiet voices.
- When finished, return to class directly.
- Tell your teacher if there is a bathroom problem (wet floor, locked doors, etc.).
- Clean up after yourself. Put trash in wastebasket.
- Lights stay on at all time.

SAFE ARRIVAL AND DISMISSAL

Please take a moment to review the procedures to be followed for your child's arrival and departure at school. These procedures have been put in place to help ensure the safety of our children. We appreciate your cooperation.

BUS MORNING ARRIVAL: School begins promptly at 8:30 AM. Children should not arrive before 8:15 AM, as there is no supervision until that time. Parents driving children to school should use the Pond Street entrance and follow the drop off line around the front driveway. Please follow directions of staff assisting your child's safe arrival. All students enter through the front foyer doors. Cars may exit via Pond Street or Joval Court. No cars will be permitted to drive through the parking lot areas.

Buses and vans will drop students off beginning at 8:15 AM at the front entrance. Walkers will enter the school through the front foyer doors. There is a crossing guard on duty at Pond Street.

Please note: Joval Court will be ONE WAY exiting the school during arrival and dismissal times.

The official attendance is taken daily, at 8:30 AM. Students arriving to school after 8:30 AM are tardy and need to check-in with the front office with a parent/guardian. Students will indicate their lunch choice and be given a "tardy stick" to give to their teacher.

AFTERNOON DISMISSAL: School is dismissed at 2:40 PM. Please do not come to school for early dismissal of students after 2:20 PM.

CAR RIDERS: For student pickup by car in the car pick-up line, follow the same procedure as for arrivals by pulling forward as directed by staff. Students will meet your car at a designated spot along the pickup line.

WALKERS: Walkers (all foot travelers - students walking home or to parked cars) will be dismissed through the library and cafeteria doors at the rear of the school. Parents may meet walkers at either the Pond Street side door area or out back near the library or cafeteria door exits. Students walking without an adult are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

Please note: Joval Court will be one way exiting the school during arrival and dismissal times.

BIKE RIDERS: Children may ride their bikes to school with written permission from a parent/guardian. All bike riders must wear a helmet. Parents will receive bike safety expectations

to review with their child along with a permission slip to ride. Permission slips are available in the front office. Biker riders must cross with crossing guard.

The **crossing guard** on Pond Street is in place to secure the safety of our walkers and bike riders. Children must cross Pond Street with the crossing guard.

Please review the walker/rider and bus expectations regularly with students to ensure safety to and from school.

RIDER/WALKER EXPECTATIONS

- Promptly exit building through appropriate doors when dismissed.
- Use sidewalks and crosswalks.
- Stand quietly behind safety line and watch for your car.
- Kindergarten and first grade students stand up front.
- Walk to your car only when teacher calls you.
- Bike riders must wear helmets and walk bikes on school property. All bike riders must have a permission slip signed by a parent or guardian on file in the front office.

BUS RIDERS:

BUS PASSES/PAY TO RIDE: The Franklin School Committee transportation policy is as follows:

All students grades K-6 who reside more than 2 miles from their assigned school are eligible for free bus transportation.

Students in grades K-12, who do not qualify for bus transportation, may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.

Pay to ride options are available on a space available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride applications are available at the school office, online, or at central office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.

Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement there is a \$5.00 fee.

** A complete transportation policy is available in the school office.

BUS EXPECTATIONS

- Follow school rules on the bus.

- Respect the bus driver.
- Stand quietly in your bus line.
- Choose your seat wisely and quickly.
- Remember, younger children sit in the front seats.
- Stay seated, face forward and use an inside voice.
- Keep your body to yourself, out of the aisle, and inside the bus.
- Keep all materials in your backpack.
- Wait for the driver to signal that it is safe to exit the bus and cross the street. Always cross in front of the bus.

Remind children that riding a bus is a privilege, and continual infractions will result in loss of bus privileges.

Bus slips will be issued to students causing a disruption on the bus. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege it then becomes the responsibility of the parents to transport their child to and from school.

Because of the crowded conditions of the buses, students are not allowed to ride on a different bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.

CHANGE IN DISMISSAL ROUTINES: Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required. If your child attends a regularly scheduled program, please send a note each week to ensure the safe dismissal of your child.

Do not leave voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method. In the event of a last minute change to the routine please call the front office prior to 2:00 PM.

SAFETY NOTE: We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

GENERAL INFORMATION

ABSENCES AND EXCUSES: Regular and punctual school attendance is essential for success in school. We recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

CURRICULUM AFTERNOON AND OPEN HOUSE: Curriculum Afternoon will be held after school on **September 14, 2016 from 3:00 PM to 4:00 PM**. This annual event is an opportunity for parents and guardians to meet the teachers and to learn all about the grade level curriculum and learning experiences. Special Liaisons/Specialists will also be available to discuss curriculum.

OPEN HOUSE: Open House will be held on **October 6, 2016 from 6:30 PM to 8:00 PM**. This annual event, held in conjunction with PCC fundraising, provides an opportunity for teachers to share/display student work and connect with both current and former students and families.

FOOD IN CLASSROOMS: No food items may be brought into the classroom for distribution to the class unless special arrangements have been made. This includes birthday celebrations.

Commented [CEL1]: Am assuming this is highlighted because it needs to be updated when this year's dates become available.

Commented [EM2R1]: Yes. Changes made.

No food or drink except water is to be consumed in the classrooms other than during specified snack breaks or unless special arrangements have been made.

Students should bring a nutritious snack to school each day. Each teacher will decide the time of day to have snack. Glass bottles, energy drinks, and soda are not allowed during snack.

Please keep in mind the Massachusetts guidelines for nutrition in schools. Please refer to: <http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf>.

LOST AND FOUND: The Lost and Found is located in the Cafeteria. Parents and students should regularly check for items that have been lost. We will donate any unclaimed items periodically during the school year.

PARENT COMMUNICATION COUNCIL (PCC): As a parent or guardian of a Kennedy School student(s), you are automatically a member of the PCC. The PCC promotes and improves the educational environment of Kennedy School by working toward common goals which benefit the children and the school. The PCC raises money through a collaborative effort among the staff, parents and community to fund special enrichment programs that enhance the curriculum (author visits, field trips, arts and cultural programs, etc.), provide additional funds for teachers and classrooms (grants, literacy support, etc.) and improve the school environment (playground equipment, physical education resources, etc.) We are dedicated to exchanging ideas and acting as a resource group for teachers and staff, and cooperate effectively for the academic, social and physical development of all our students.

RELEASE OF SIBLINGS TO ATTEND EVENTS: During the course of the school year, there are special events or performances by our students. Due to space needs, it may be necessary to limit the number of attendees to parents/guardians of the students involved in the events. If space allows, we honor the requests of parents/guardians to have siblings attend a performance.

VISITORS AND VOLUNTEERS: Visitors and volunteers must sign in and sign out at the office. All visitors and volunteers must wear a visitor's badge.

All volunteers must complete a CORI form each year. (This includes field trip chaperones, classroom volunteers, guest speakers/readers, Sports Day volunteers, etc.) You must apply in person to the school office and present photo identification. Forms need to be filed with the front office at the beginning of each school year or least 5 school days prior to volunteering.

All volunteers who may have direct and unmonitored contact with students are also subject to a fingerprint-based CHRI background check. Fingerprints are submitted through an independent vendor authorized by the state. For additional information, please contact the school principal.

The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

PART II. FRANKLIN PUBLIC SCHOOLS ELEMENTARY HANDBOOK

The Student & Family Handbook is one means of communication between home and school. There are numerous procedures, policies, regulations and services discussed on the following pages. In our handbook we try to anticipate all of the questions you may have pertaining to elementary education in the Franklin Public Schools.

The policies and procedures in this handbook are not inclusive. There are many policies that are not located in our handbook, but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee web site. (<http://franklinschool.vt-s.net>)

Thank you for reading our handbook and familiarizing yourself and your child with its contents. This portion of the handbook is common to all elementary schools in Franklin. School specific procedures can be found on page 10-12. Other reminders and policy and procedure changes will be amended in the handbook as necessary and/or presented in communications from the Office.

FRANKLIN PUBLIC SCHOOLS CURRICULUM & STUDENT SERVICES

The goal of the elementary schools is to provide all students with equal opportunities to grow to their maximum potential academically and socially. While each elementary school in Franklin has its own culture, the curriculum offered K-5 is the same. Detailed classroom curriculum information will be presented at the parent Curriculum Night in September.

The Massachusetts Curriculum Frameworks are continually revised. Copies may be found on the Department of Elementary and Secondary Education website <http://www.doe.mass.edu>. Copies of the Franklin Public School's Curriculum Guides may be found on the district website.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS: In order to participate and attend any school-sponsored event or activity, a student must be enrolled and attending the school and be in good standing on the date of the activity or event. This rule applies to all curricular and co-curricular activities and events. Children who are not enrolled in the school may attend certain events that are open to members of the community-at-large if they are accompanied by an adult.

CONFERENCES: Parents are welcomed and encouraged to confer, by appointment, with the teachers and the Principal. Either the parents or the school can initiate these conferences. Please call immediately with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

The office staff will be pleased to help with problems or answer questions concerning school. You may call the office any time between 7:30 a.m. and 4:00 p.m. during school days for assistance.

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP):

- As part of the Principal's role as instructional leader the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners
- These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71, § 38Q1/2 effective January 2001

- The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS: Students are invited on field trips throughout the year. In order to participate on a field trip, students are expected to demonstrate appropriate behavior and citizenship during school and at school-sponsored events. Students not meeting these expectations may be excluded at the discretion of the Principal or his/her designee. Under such circumstances, the school will provide an alternate learning experience at school on the day of the field trip.

All field trips will be staffed by school personnel and by invited parent chaperones who have satisfied school volunteer requirements, including CORI and fingerprint-based CHRI checks as appropriate. Classroom teachers will notify those parents who will be accompanying the trip as chaperones. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK: Homework is a valuable opportunity to reinforce skills learned in the classroom. Students generally have homework four nights a week (Monday through Thursday). Homework assignments will be one of four kinds:

Preparation – An assignment that will prepare the student for an upcoming lesson

Practice – Something already taught in class that is reinforced with more practice at home

Enrichment – This type of assignment is an extension of something already learned

Creative – This is more of a project-based type of assignment where children let their creative juices flow

Homework assignments should follow the time guidelines outlined below. These guidelines are exclusive of independent reading, which your child should be doing daily.

- Kindergarten – special projects and being read to daily
- Grade 1 – five to ten minutes
- Grade 2 – fifteen to twenty minutes
- Grade 3 – fifteen to thirty minutes
- Grade 4 – thirty to forty-five minutes
- Grade 5 – thirty to forty-five minutes

If your child's homework takes much longer, please contact the teacher so that adjustments can be made. Long term assignments such as book reports, research projects, etc. may be given. It is vital that we work as a team to help children learn to budget their time so that the project is not being done in one night or over a weekend.

It is not uncommon to see students with different assignments for the same teacher. This is done because students do not all have the same needs at the same time. One student may have a practice assignment when another has an enrichment assignment. This depends on the individual's needs and his/her level of understanding of the material. If you find your child is spending significantly longer than the recommended guidelines, or is having a very difficult time with homework, please do not hesitate to call the teacher right away.

Homework may be assigned when a child returns from an absence or when a teacher feels that additional reinforcement may overcome a particular difficulty or strengthen a specific skill.

Long term assignments such as book reports, research projects etc. may be given. It is vital that we work as a team to help the students learn to budget their time so that the project is not being done in one night or over one weekend.

INSTRUCTIONAL SUPPORTS: Each building will have an Instructional Support Team (IST) to provide a resource to teachers who express a concern about a child's difficulty in mastering the general education curriculum. The team may suggest adjustments and strategies to enable the teacher to work with a student in a more effective manner.

The team may consist of the following personnel:

- School Psychologist/School Adjustment Counselor
- Regular Education Teachers
- Administrator
- Special Education Teachers
- Related Service Providers/Speech/Language

A referral to the IST is not an automatic pathway to a referral for a special education evaluation or 504 evaluation. The team in consultation with parents/guardians may make a referral at any time; however, the IST should focus on providing instructional supports and strategies to teachers, which will allow the student to succeed in the general education curriculum.

LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/SPECIAL EDUCATION DIRECTOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
PARMENTER ELEMENTARY SCHOOL
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

MS. DEBBIE DIXSON
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE VI OFFICER CIVIL RIGHTS OFFICER HARASSMENT/GRIEVANCE

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE IX OFFICER

MR. PETER LIGHT
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

EDUCATOR LICENSURE

MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

MOVIES: At times teachers will use movies to supplement the curriculum. When using movies, the school will adhere to the following guidelines:

- Parents will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.
- The movie will be part of a lesson and reflect sound social/emotional and educational objectives.
- All videos will be previewed by staff before they are shown.

PHYSICAL EDUCATION: All elementary students are required to attend Physical Education unless there is a date-specific note signed by their physician excusing them. The note must inform the school of the nature of the problem and the date the doctor anticipates the child return to class.

REPORT CARDS: Report cards will be issued three times a year - December, March, and June

SCHOOL COUNSELING PROGRAM DESCRIPTION: School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselors' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and post graduate exploration, case management and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School counselors are Guidance Counselors, School Adjustment Counselors and School Psychologists.

School counseling is provided for students to support skill building in the area of social emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and post graduate educational decision making. Counselors are available to consult with school based teams to provide consultation around social emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and after care. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. (*see G.L. c. 119, §51A*) A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term social emotional needs. School counselors are able to communicate with families and provide information about community resources. School counselors follow curricula to work with students in individual, small group and classroom settings. The school counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The school counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES: Your confidentiality as a student is important to us. Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.
4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

If there is a need to reveal information, we will try to let you know in advance, and work with you to handle the situation in a way that respects you, your feelings, and your needs.

I have read and understand these School Counseling Confidentiality Guidelines and exceptions.

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____

Counselor initials

Date

SECTION 504: The Rehabilitation Act of 1973, commonly referred to as “Section 504”, is a nondiscrimination statute enacted by the United States Congress. The Act was amended in January 2009. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment” [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of standard school or district wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent or person in a parental relationship disagrees with the determination made by the professional staff to the school district, he/she has a right to follow the grievance procedures of the District. These procedures are outlined in the’ Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinator in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION: Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to

provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

Students suspected of having a disability are referred for evaluation and assessment to determine eligibility. A student may be referred for an evaluation by a parent or any person in a care giving or professional position concerned with the student's development. Assessment in the area of academic achievement as well as any area of suspected disability is required for the eligibility determination process. As part of the assessment process; skill deficits, consistent with an educational disability category, are identified. Eligibility decisions are made by a Team; consisting of a teacher, parents, a school based decision maker and all personnel conducting assessments. Once eligibility is determined, the Team identifies services and supports necessary to build skills in the deficit areas for the purposes of access to the curriculum. Consistent with federal and state laws and regulations, service and placement decisions are made with consideration to supports in the least restrictive environment. For students determined to be eligible for special education services, a full continuum of services are available within The Franklin Public Schools for consideration by the Team.

Our schools have services for children who require specialized instruction as written in each of their Individual Education Plans. Specialists in speech and language therapy, occupational therapy, physical therapy, learning disabilities, assistive technology, vision disabilities and/or behavioral/emotional concerns service designated children.

The Franklin Public Schools will conduct screening for three and four year olds suspected of having a disability and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

STUDENT ASSESSMENT: In addition to formative and summative assessments in the classroom, students participate in the Massachusetts Comprehensive Assessment System (MCAS) designed by the Massachusetts Department of Elementary and Secondary Education (DESE). At the elementary level MCAS assessments are administered in grades three, four and five. Parents will receive individual results and town wide results are published. The school also gives other diagnostic instruments to students as needed to inform instruction, set goals, and guide curriculum planning.

FRANKLIN PUBLIC SCHOOLS ELEMENTARY BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Elementary Schools will not tolerate or accept bullying, cyberbullying and/or bullying behaviors in any form. We will respond to any reported incidences of bullying in a timely manner, and investigate and take action as needed and in keeping with the Elementary discipline code and procedures.

DEFINITIONS: This past spring the Massachusetts Legislature passed Chapter 92 of the Acts of 2010 on bullying and cyberbullying. Although the elementary schools have been proactive in bullying prevention strategies, such as the Open Circle program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or staff members of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school. For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—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, 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, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions listed above in i-v.

Hostile environment-A situation in which bullying causes feelings of intimidation, ridicule, or insult which are significant enough to interfere with the conditions of the child's education.

Perpetrator- A student or staff member who engages in bullying or retaliation.

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim- A student who has been bullied or retaliated against.

Retaliation- To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically
- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending mean text, email, or instant messages
- Posting nasty pictures or messages about others in blogs or on Web sites
- Using someone else’s user name to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don’t fight back. Don’t try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Use humor, if this is easy for you to do.
- Try to avoid situation in which bullying is likely to happen

GUIDELINES FOR PARENTS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;

- Damage to the victim's property;
- Places the victim in reasonable fear of harm to him/herself or of damage to his/her property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Disrupts the education process or the orderly operation of a school.

When should you report? *In the event that a bullying incident has occurred get as much information as possible from your child and report it to a counselor, administrator, and/or teacher.*

You should contact the school to inform them of a situation when:

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child at school, or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child
Your child reports to you that he/she heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

If you have a question or concern about a disciplinary action taken by the school:

- Begin by having a private conversation with the school administration
- It is important that our children know that the adults are working collaboratively to solve problems
- Educators are bound by policy - they may not be able to change an action if doing so violates the policy set by the School Committee

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident
- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Administrative Actions: *If it is determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.*

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extra-curricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Arrange for the victim to meet with the school counselor
- Inform all relevant adults – teachers, counselors, and bus drivers
- Future follow-up with student(s) and parents/guardians

What is Bullying?

For behavior to be deemed bullying, it needs to include all of the following elements [MGL Chapter 92, Acts of 2010). Aggressor is a student who engages in bullying, cyber-bullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one of more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to his/her property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school; or
 - Disrupts the education process or the orderly operation of a school.

When should you report?

- *In the event that a bullying incident occurred get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.*

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

Report of an incident is received

Ensure safety of all students

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)

Speak to other relevant adults – teachers, counselors, and/or bus drivers

Notify all involved about the prohibition of retaliation

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Identify bully/cyberbully and bystanders as appropriate

Identify victim(s) as appropriate

Include the School Resource Officer (SRO) as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Provide appropriate information to the parents/ guardians of the victim and the bully

Take steps to restore a sense of safety for the victim, witnesses and school community

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

Report of an incident is received

Notify Supervisor

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate

Take a complete statement from the student, parent/guardian or staff member reporting the incident

Speak to other persons involved, including bystanders, witnesses

Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any

Gather and preserve all evidence

Make a determination regarding the reported incidence

If it is determined that a bullying incident occurred...

Take steps to restore a sense of safety for the victim, witnesses and school community

Notify all involved about the prohibition of retaliation

Provide appropriate information to the parents/ guardians of the victim in accordance with state law

Administrative Steps: Student to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below.

Bully/Cyberbully and Bully/Cyberbully Bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
- Have an educational discussion with the student(s) and parent(s)/guardian(s)
- Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
- Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be referred to School Adjustment Counselor or School Psychologist
- If the student is a special education student, the Team may reconvene
- Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator
- Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Referral to the School Psychologist or School Adjustment Counselor
- Inform all relevant adults – teachers, counselors and bus drivers
- Future follow-up with student(s) and parents/guardians

Administrative Steps: Staff Member to Student Bullying

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

- Inform teacher/staff member about the consequences for bullying and cyber bullying in school
- Teacher/staff member is informed about further consequences if any form of retaliation were to occur
- Teacher/staff member may be referred to counseling
- Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
- Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

- Have an educational discussion with the student(s) and parents/guardians
- Establish a safety and comfort plan with the student(s) and parents/guardians
- Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
- Referral to the School Psychologist or School Adjustment Counselor
- Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

http://www.nasponline.org/resources/handouts/bullying_template_9_04.pdf
<http://www.bullyonline.org/schoolbully/school.htm>
<http://www.nmsa.org/Research/ResearchSummaries/Bullying/tabid/709/Default.aspx>
<http://www.byparents-forparents.com/parenting/what-to-do-if-your-child-is-a-bully.htm>
<http://www.education.com/topic/school-bullying-teasing/>

Cyberbullying: What is it? What can be done?

<http://webhost.bridgew.edu/marc/>
<http://www.stopcyberbullying.org/index2.html>
<http://www.cyberbullying.us>

Bullying/Cyberbullying Facts and FAQ's:

<http://nomorebullies.wordpress.com>
<http://www.wiredsafety.org/>
<http://www.cde.ca.gov/ls/ss/se/bullyfaq.asp>

Social Networking Safety Tips for Teens and Parents:

<http://www.nsteens.org/>
<http://www.onguardonline.gov/topics/safety-tips-tweens-teens.aspx>
<http://www.safefamilies.org/socialnetworking.php>

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/January2006/Article2/tabid/693/Default.aspx>
<http://kidshealth.org/parent/emotions/behavior/bullies.html>
<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

FRANKLIN PUBLIC SCHOOLS GENERAL POLICIES

ABSENTEE CALL IN: To ensure all children arrive at school safely, all Franklin elementary schools have a Safe Arrival Program in which we work to verify all unreported absences as quickly as possible.

Please call the school office before 8:00 AM. Provide the following information when calling in a student absence:

- Student's name
- Grade and teacher's name
- Date(s) of absence

Do not leave the following information on the call in line:

- Confidential medical information – speak to the nurse directly
- Requests for homework
- Messages for classroom teachers or for Solutions

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- Extended period of absence with atypical symptom
- Recent changes in family history that may affect your child

APPROPRIATE DRESS: Students are expected to attend school appropriately dressed and properly groomed. Low-cut pants, low necklines, shirts exposing midriffs, short skirts or short shorts are not appropriate for school. Hats may be worn to school but will be removed upon entering the building. In addition, clothing cannot discriminate, demean or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative statements about race, religion, ethnicity, gender, sexual orientation, stereotypes or that has sexual connotations or sexual innuendo is not permitted at school. We will call parents if a change of clothing is needed.

Student clothing should also present a healthy, clean and safe atmosphere for students. Flip-flops, beach shoes and slippers are not permitted as they pose a safety risk on stairs, at recess and in the event of an emergency. Shoes with wheels are not to be worn to school.

ATTENDANCE: The Franklin Public Schools expects parents and students to make every reasonable effort to have their children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student.

If a pattern of absences develops, the administration, along with the School Resource Officer from the Franklin Police Department will consider filing a Child Requiring Assistance complaint with the Norfolk County Court for truancy.

If a student is out of school due to illness, the parent may request work assignments through the teacher. The parent will be responsible for retrieving this material at the close of the school day in the Office and will be responsible for overseeing their son's/daughter's completion of the assignment. If a student is to be absent for an extended period of time due to illness, (fourteen or more consecutive days), the family may be eligible to receive some tutorial services. If you believe your child will have an extended absence, please contact the principal's office.

Family Vacations: Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School department does not encourage or condone such action. Instead, the schools uphold Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance". This section of the law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to \$200. With this in mind, we reaffirm the position that parents are responsible for their children to attend school every day that classes are in session.

Absences due to family vacation are unexcused. A child who is absent from school due to a family vacation taken during the school year is of particular concern. It is important for children to receive continuous instruction; every day missed sets a child back and creates added pressure on the child and on the school. The school calendar is published in advance of the school year to help parents plan family trips so that they coincide with school vacations. Parents are urged to comply with the school calendar.

The practice of the school department is not to provide advance and/or make up work when the student is absent from school due to vacation. Since assignments are based upon material previously taught, work must be made up after the child returns. Parental cooperation in this matter is appreciated.

Students who are absent at the time when state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled make up time is available and consistent with state law and regulations.

Religious Observations: Students may be granted excused absences when the school's schedule conflicts with religious holidays. A student may be required to submit written notification. A student should not suffer adverse or prejudicial consequences from an excused absence, should be allowed a reasonable opportunity to make up school work missed during the absence, and will not be subject to penalty scholastically or to attendance records due to absences incurred due to religious observances. A sincere attempt will be made to avoid assemblies, assessments, and special school events on religious holidays.

Returning After an Absence: When your child is absent, call the office before 8:00 a.m. Absences of five (5) days or longer require a note from a physician's office prior to the school readmitting your child to class.

Tardiness: Students arriving after 8:30 are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although, we realize that emergencies occur on occasion, we expect students to arrive at school on time.

Excused Dismissal: Please try to schedule appointments after school hours. In the event that you have to dismiss your child, send a note to your child's teacher including the day, time, and who will pick up your child. In cases where we are not familiar with the adult, identification will be required. No child will be released without an adult escort.

If you dismiss your child from his/her classroom for any reason that does not pertain to a function designated for that child, he/she will be marked dismissed on the school attendance.

Dismissal notes are mandatory. Calling the school or sending an email to dismiss your child may result in someone not getting the message in a timely manner. We require written authorization for dismissals.

Student Absence Notification Program: If the school has not received notification of an absence from a parent within three (3) days of the absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which he/she has missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance.

CELL PHONES: Cell phones, if needed for after school communication with parents, are permitted but must remain turned off and in the child's backpack during the school day. If used during the day they will be confiscated and will remain in the Office until a parent/guardian retrieves it.

CLASSROOM CELEBRATIONS: From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations, and birthdays. In keeping with the spirit of the District policies on wellness and food allergies, no food items can be brought into the classroom for distribution to the class. This includes birthday celebrations. Some alternatives to food may include: stickers, pencils, a favorite game, etc.

CLASSROOM CONCERNS: It is important to address any questions or concerns with your child's teacher as soon as they arise. This can be done via a note, through an email or by calling the school and leaving a message. If concerns remain after a discussion with the teacher, the Principal should then be contacted.

CLASSROOM OBSERVATION AND VISITATION PROCEDURES: Parents (or individuals authorized by parents), accompanied by school personnel, are welcome to visit the school to observe classes and tour the building as long as the reason is educationally sound and does not disrupt the educational process. To ensure the safety of the children and to avoid disrupting the educational process, these visits are arranged through the Principal.

Our goal is to make the visit as productive as possible. To do this, the following guidelines are in place:

SETTING UP A CLASSROOM OBSERVATION: Call the Principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing in regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of *all* students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

OBSERVING IN THE CLASSROOM: Whenever visitors enter a school building, they must report to the school office to sign in and receive a Visitor's Pass. A member of the school staff will accompany the visitor throughout the visit. Before the visit, a place in the classroom will be designated for the visitor to sit and observe. We ask all observers to be sensitive to the following observation criteria:

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide

instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow up discussion.

COMMUNICATION FOLDER: Please check your child's bag daily for notices. We appreciate your prompt return of items requiring signatures such as emergency cards, insurance forms, field trip permission slips, etc.

COMMUNICATIONS SENT TO NON-CUSTODIAL PARENTS: There are circumstances in which parents share joint custody of their children and live separately. In this case the non-custodial parent may want to receive notices, report cards, etc. from school. These parents may choose one of three options.

1. Provide the school secretary with self-addressed stamped envelopes and he/she will mail notices as the teacher provides them.
2. The school secretary will collect notices and the parent may come in periodically to receive them.
3. Duplicate notices will be sent home with the child.

You must notify the school secretary if you wish to receive duplicate notices and how you would like to collect them.

DIRECTORY INFORMATION NOTICE: The Franklin Public Schools has designated certain information contained in the education records of its students as directory information for purposes of the Family Educational Rights and Privacy Act (FERPA) and the Student Record Regulations at 603 CMR 23.00 et seq.

The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) date and place of birth, (5) major field of study, (6) athletic teams, (8) dates of attendance, (9) degrees, honors and awards received, (10) post high school plans of the student.

Directory information may be disclosed for any purpose in the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the No Child Left Behind Act, unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES: For educational purposes, some teachers may permit the use of electronic devices. In these instances, students and parents/guardians will have to sign a permission slip.

In all other cases, electronic devices should be kept at home. This includes, but is not limited to headphones, earbuds, iPods, MP3 players, CD players, iPads, Kindles, Nooks, etc. Items will be collected and parents will be asked to pick them up from the Office.

FORGOTTEN ITEMS: Parents bringing lunches or other forgotten items are to leave these in the office to be distributed.

HAND WASHING: Students should wash their hands regularly during the school day and should follow these guidelines:

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash the backs of your hands, wrists, between the fingers and under the fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using the paper towel – not your clean hands

LOST & FOUND: Please label all clothing items and personal items brought to school (e.g. sweaters, coats, hats, mittens, snow pants, lunch boxes, backpacks etc.). Items that are not labeled will be put in lost and found.

LUNCH: The cafeteria is a social time for children. Seating arrangements are up to the classroom teacher or the staff member on duty. The children are expected to follow some basic courtesy guidelines:

- Students may not cut in line.
- Students should use their best table manners.
- Walking is the acceptable mode of getting across the cafeteria.
- Children are responsible for cleaning their area as a team.
- Children are dismissed by an adult on duty.

COST & PAYMENT: Lunch is \$2.50 including milk. Milk alone is \$.50. You may pay ahead for a week or a month if you choose. Children who forget their lunch may charge a lunch. They will be given a charge slip to take home. Parents are encouraged to pre-pay their student's lunch. This can be done by sending a check in with the student, payable to "Franklin School Lunch Program," for as many lunches as the parent chooses.

Parents may also pay by logging into mynutrikids.com. Students do not have to purchase lunch every day for prepay. The cafeteria manager will track how many lunches have been used and how many remain on prepay. They will notify students shortly before their account is used up, so that the parent or guardian can send in another check.

For eligible families, free or reduced price lunch is available upon completion of necessary documents. If eligible for free or reduced lunch, the forms must be completed annually.

CHARGES & UNCOLLECTED DEBT: Based on guidance issued by the United States Department of Agriculture, the district recognizes that the school food service account cannot be used to cover the cost of charged meals that have not been paid.

Students at the High School and Middle School levels are not permitted to charge a lunch. Elementary students are permitted to charge up to three meals. Charges are tracked through the electronic Point of Sale program used by the Franklin Public Schools.

Students who have reached the charging limit will be provided with an emergency meal. Under no circumstances will students be denied food because they lack the funds to pay. Choices of emergency meals include cheese or peanut butter and jelly sandwiches with a piece of fruit and a choice of milk.

Students provided with an emergency meal will have the cost of the meal added to their balance and parents/guardians will be notified of such balances on a monthly basis. Reimbursable meals served shall be claimed based on the eligibility status of the student. The foodservice department will make every effort to collect unpaid balances and will contact the parents/guardians to identify any extenuating circumstances that might exist within household. Thereafter, the foodservice department will track negative balances and report same to the School Business Administrator prior to the close of the school year (June 30). The School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

END OF YEAR BALANCE: If a student has a prepaid account, the balance at the end of the year will carry over to the following school year. This balance will stay with the student even if he/she change schools within Franklin. If a student moves out of the Franklin Public Schools, please be aware that we cannot give refunds of unused balances.

MENUS: Monthly menus are available online at http://franklindistrict.vt-s.net/Pages/FranklinDistrict_Distinfo/SchoolLunch/Lunch .

MONEY: When you send money to school, please put it in an envelope and label it with the name of the child, teacher's name, the amount of money and purpose. Please do not allow your child to bring large sums of money to school, as school personnel cannot be responsible for loss of cash.

NOVELTY ITEMS AND TOYS: Novelty items such as Silly Bandz, Pokemon Cards, Webkinz, etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the Principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents will be asked to pick them up from the Office.

The school provides equipment for children to play with during indoor and outdoor recess. Because of this, and to ensure that items are not damaged or lost, toys should not be brought from home. Toy weapons of any kind are not permitted in school. Children need to have the permission of the Principal to bring in athletic equipment.

PARTY INVITATIONS: In order to avoid hurt feelings, party invitations are not allowed to be given out at school.

PETS: Pets are not allowed on school grounds.

PHOTO/VIDEO RELEASE: During the course of the school year there may be occasions when video or photographs will be taken in the school environment. These times might include special school events, field trips, project displays, or particular classroom lessons. These pictures, slides, or videos might be part of a school presentation, school celebration or as a part of a public relations event. Pictures/video may appear on a school or district web page, in a newspaper, or as part of a television/cable broadcast. Please be aware that photographs will not identify children by name. The school may videotape school buildings and property (including occupants) for the safety and security of students.

Please be aware that if the press requests to cover a specific school event or story and they request to use student photographs, the request must be made to the building principal.

PHOTO/VIDEO RELEASE NOTIFICATION FORM

Please sign and return this form regarding the use of your child's picture in any school/district information, presentations, and/ or public relations/publicity opportunities.

____ I **DO** grant consent to have my child photographed or video-taped and also consent to my child's picture/video being used in school or district web pages, press reports and/or television/cable broadcasts.

____ I **DO NOT** grant consent to have my child photographed or video-taped and also do not consent to my child's picture being used in school or district web pages, press reports and/or television/cable broadcasts. **Please note:** *If you check off this option, your child's picture will not be in the yearbook, in our newsletter, on a web page, etc.*

We will not be able to separate lists - this will be an all or nothing release.

Child's Name: _____ **Teacher:** _____
Parent/Guardian Name: _____
Parent/Guardian Signature: _____ **Date:** _____

RECESS: Children play outside at recess unless it is raining or dangerously cold. Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief after a cold recess. If your child does not have appropriate clothing for the weather, he/she may be required to remain inside during recess.

Please do not request that your child stay inside due to cold or illness. If your child is too ill to go outside, chances are likely that he/she should not be in school.

Your child's teacher and the Physical Education teacher will review basic use of playground equipment. The basic rules for the playground are respect and cooperation. Contact sports are not permitted.

To protect against cold, heat, sun injury and insect-borne disease the following is recommended:

- In cold weather make sure clothing is dry and layered for warmth.
- When sunny provide sun protective clothing for your child.
- When sunny, apply sun block with UVB and UVA protection of SPF 15 to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff may not apply them.

RESPECTING SCHOOL PROPERTY: We take pride in the resources the Franklin Public Schools has to offer its students. It is the responsibility of each student to use school materials in an appropriate manner. A parent may be asked to reimburse the school for lost or damaged school property.

SCHOOL CLOSING/DELAY/EARLY DISMISSAL: In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents through our automated phone/email system. Notice will also be sent to the following radio and television stations: WMRC (1030), WBZ am 1030, WBZ (4) WCVB (5), WHDH (7).

The following are changes in the school procedures that may occur:

1. **School Cancellation** – In the event that weather conditions dictate school cancellation, these announcements will be made as early as possible.
2. **Delay of Starting Time** – If school sessions are delayed by one hour or more, all preschool classes will be canceled that day.
3. **Unscheduled Early Dismissal**– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

While it is the parents' responsibility to make provisions for the supervision during an early dismissal, we would like to make the following suggestions:

1. Establish a procedure with your child in the event that you are not home. (Example: They are to go to a particular neighbor's home)
2. Be sure they know their address and phone number.
3. Children should know where at least one parent can be contacted.
4. Always update your emergency card – the school will only release students to those designated on their emergency cards.

SNACK: Each classroom has a snack time built in to the daily schedule. Students are encouraged to bring a healthy snack each day. Some snack suggestions are: crackers, applesauce, vegetables, fruit, pretzels, granola bars, yogurt, cracker and cheese. Children are not permitted to share or to trade snacks.

STUDENT PHOTOGRAPHS: During the year, we often take photographs of students, parents/guardians, teachers, and school activities and may include these pictures on school bulletin boards, in school and PCC publications, in local newspapers, or on our web site. Photographs will not identify a child by name.

If you do not want your child's photo to appear in these public places, please complete the form provided by the school in the opening day packet, sign it, and return it to school by October 1.

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the Principal, please contact the school.

TELEPHONE USAGE: Students need to develop responsibility to remember to bring all items needed to school. Unless there is an emergency, students will not be permitted to use the telephone to call parents to bring in homework, sneakers, etc. Students are not permitted to use cell phones during the school day.

VALUABLES: We do not recommend that students bring valuable items to school because we cannot be responsible for loss or damage.

FRANKLIN PUBLIC SCHOOLS RULES & REGULATIONS

The following are some examples of student behavior that violate school policy when they occur at school or during school activities. This list is not intended to be all-inclusive. A student may be disciplined or suspended for any of the following violations:

- Possession, transmission, and/or use of tobacco, drugs or alcohol
- Insolence, disrespect, or insubordination
- Use of inappropriate language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimiles)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the Principal or the Assistant Principal.

POSSIBLE DISCIPLINARY CONSEQUENCES: Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g. cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION: Pursuant to Due Process Procedures, a student may be assigned to either an in school or out of school suspension.

Students may be suspended for the following reasons (this is not an inclusive list)

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment
- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, CH269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES: In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with Chapter 71B of the Massachusetts General Laws and with federal law IDEA 2004: Section 615(k), the school may suspend or remove your child from his or her current placement for no more than 10 school days. Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

Procedures for suspension(s) not exceeding 10 school days:

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.

Procedures for suspension of students with a disability when suspension exceeds 10 school days:

- If your child is suspended for more than 10 school days (or less than 10 school days if a pattern exists) in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law.
- Prior to any removal that constitutes a change of placement, the school will convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have a right to participate in this process. All relevant information will be considered including the IEP, teacher observations, and evaluations reports.
- At a manifestation determination meeting, the Team will consider:
 - >Did the student’s disability *cause* or have a direct and substantial relationship to the conduct in question?
 - >Was the conduct a direct result of the district’s failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according the school’s code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for up to forty-five days regardless of whether the conduct is a manifestation of the child’s disability. Your child’s Team will determine an appropriate interim alternate educational setting (IAES) during the period of exclusion.

School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parent, guardian and/or student may petition Bureau of Special Education Appeals for a hearing.

FRANKLIN PUBLIC SCHOOLS SAFETY

ASBESTOS HAZARD: In compliance with the U.S. Environmental Protection Agency (EPA) Asbestos Emergency Response Act (AHERA) inspection of the Franklin Public Schools were performed during 2000 for asbestos-containing materials. All inspection findings and the asbestos management plans have been on file with the FPS since the initial inspection. Management plans and all other related information are maintained at the office of the Director of Administrative Services. The EPA requires schools to have asbestos re-inspections every three years. Complete results of the three year re-inspections are on file in the Superintendent's office.

CORPORAL PUNISHMENT: Corporal Punishment is prohibited by the Franklin Public Schools. Corporal punishment includes but is not limited to the use by any staff member of any type of physical force or contact, physical redirection, verbal abuse or demeaning of an individual student or group of students in a classroom or at a school sanctioned event. Corporal punishment also includes damaging or destroying of a student's personal property or school property assigned to a student. Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

CUSTODY DOCUMENTS: The school should be provided with current court documents concerning custody, visitation privileges, etc. We will not dismiss students to anyone unless we have authorization directly from the parent or guardian or the adult is listed on the emergency card. It is important to inform the school regarding any changes in custody status.

EARLY CHILDHOOD CRISIS INTERVENTION: Young children need to be taught pro social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Pre-school and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use non-violent physical crisis intervention according to regulations 603 CMR 46.00. Teachers who are not on the Crisis Response Team are assured under the DESE regulations "the training requirements...shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm."

EMERGENCY CARDS: Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

EMERGENCY NOTIFICATION: **The Superintendent will notify parents of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.**

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT: All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Education Regulations (603 CMR 46.00). If a student's behavior poses a threat of imminent harm, he/she may be restrained until calm. Qualified, trained staff carries out specific procedures and parents/guardians are notified. For further information, contact your child's school.

SAFETY DRILLS: State law requires that we hold supervised drills (evacuation, fire, lock down, bus evacuation, shelter in place, etc.) each year under the direction of the FFD, FPD, and the bus company. Procedures for these drills are reviewed with the children throughout the school year.

SCHOOL RESOURCE OFFICER: The Franklin Public Schools are very fortunate to have the commitment and dedication of the Franklin Police Department to make our schools safe learning environments for all of our students and families. Each school has an assigned School Resource Officer who is at the school regularly for a variety of reasons such as educating children on bicycle safety, Grade 5 DARE and safety plans. The District has a Memorandum of Understanding with the Franklin Police Department which sets out the collaborative relationship between the school and the local police.

VISITORS TO SCHOOL: To help ensure the safety of all our students, all outside doors will be locked during the school day. Visitors are required to use the front door that is equipped with a camera, buzzer and monitor. All visitors must check in at the front office, sign in and take a visitor's badge. They must then sign out and return their badge prior to leaving. Visitors will be admitted to the building at the sole discretion of school administrators.

FRANKLIN PUBLIC SCHOOLS SCHOOL NURSE & HEALTH INFORMATION

The school nurse is available for parents and children on a daily basis. All children will be screened during the year for vision and hearing concerns. You will receive notification if there is a concern. Starting in the fifth grade, the nurse will check each child for scoliosis.

Parents should keep the nurse informed of any changes in the child's health in order to keep school records current.

COMMUNICABLE DISEASES: A student showing signs of ill health or being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the CDC.

Parent help and cooperation are essential to prevent the spread of communicable diseases such as conjunctivitis, strep infections, and viruses. Students under treatment for conjunctivitis and strep throat must stay out of school for the first 24 hours of antibiotic treatment. A child who has been ill with a fever or symptoms of vomiting or diarrhea should not return to school until he/she has been symptom free for 24 hours.

Response to Outbreaks of Serious Communicable Diseases: When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis,

meningitis), the school nurse will immediately contact principal, pupil services office and superintendent of schools. In consultation with administrative personnel, the nurse will determine with the MDPH epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to superintendent for review before dissemination.

1. The director of Pupil Personnel Services and school nurse, in consultation with building principal will be responsible for:

- a. Determining close contacts as defined by MDPH
- b. Notifying parents of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment
- c. Assigning additional personnel to assist with notification (i.e. guidance, secretarial staff, ESP's)
- d. Providing general notification to staff and the school community as indicated

2. School nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.

3. School nurse shall be responsible for direct communication with family, physicians and all health care agencies.

4. Students with a significant medical disability requiring a Section 504 Plan and/or and Individual Health Care Plan (IHCP) will be contacted by the school nurse, (as per the health plan), if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL: A school nurse is available for parents and children at the school each day. Students who are ill or injured should tell their teacher or another adult immediately. In the event of injury or illness at school, the nurse will provide immediate first-aid. If follow-up care is needed, or if the child cannot remain in school, parents will be notified.

The nurse or administration will determine whether your child should be sent home because of illness. To provide prompt care, the school requires that you fill out an emergency card. It is important that the information on this card is current. Call the school immediately with changes.

IMMUNIZATIONS: The immunization law, Chapter 76, Section 15 of the General Laws states: "no child shall be admitted to school except as hereinafter provided.

The provisions are:

- A physician's certificate listing immunizations given and/or diseases the child has had
- A physician's certificate stating immunization is contraindicated for health reasons
- A parent or guardian's statement that immunization conflicts with religious beliefs

The law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella and varicella. All immunizations must be complete before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Dept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective Sept, 1996, a second measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1, 1992.

INSURANCE: A plan of liability insurance is offered yearly at a nominal fee. A parent may insure a child against any accident while at school, going to or from school, or while engaged in a school activity away from school. In case of a claim, the school office will supply the necessary forms.

PEDICULOSIS: As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

<http://www.cdc.gov/parasites/lice/head/schools.html>

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated, and return to class after appropriate treatment has begun.

School nurses will screen any student who exhibits signs/symptoms of head lice. Children who are found to have live lice or nits will not be sent home from school.

Parents of affected students will be notified before the end of the school day and advised to contact their healthcare provider for treatment options. An informational fact sheet on head lice will be provided to the parent. Classroom/grade wide notification letters will generally not be sent home unless deemed appropriate.

Children will be allowed to return to school after parents confirm with the school nurse that treatment has begun. Children do not need to be screened by the school nurse prior to returning to school. Parents may request assistance from the school nurse to check their child's head after treatment.

The presence of nits will not prevent a child from returning to school. Parents will be instructed to check their child's head on a regular basis to confirm treatment success or failure.

PHYSICAL EXAMS: The state law requires that all students present evidence of a physical exam on entry into school and every 3-4 years. Franklin Public Schools require subsequent physical exams in grades 4, 7, and 10.

POSTURAL SCREENING: Postural screening will be conducted in the FPS system on all students in grades 5-9, as mandated by law. Every student will be screened and will not be exempt unless a note from a private physician is provided stating that the postural screening has been completed during the academic year starting in June.

FRANKLIN PUBLIC SCHOOLS VOLUNTEER OPPORTUNITIES

Research shows that students do best in schools where parents are involved in their education. Each year we have many parents who volunteer to work in classrooms. There are many jobs such as tutoring, fluency, photocopying, taping books, field trips, class parties, etc. Every year at Curriculum Night our Parent Communication Council (PCC) will post involvement sign-up sheets that detail the volunteer opportunities through the teachers and other staff members. If you are interested, please make the appropriate contact.

CORI and Fingerprint-based CHRI Checks: All volunteers are required to complete a CORI and fingerprint-based CHRI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. CHRI background checks are required of all volunteers who may have direct and unmonitored contact with students. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI and other volunteer requirements.

HANDBOOK: A volunteer handbook outlines the expectations and opportunities for the volunteer program at the school. If you have not received this brochure and are volunteering at the school, please request one from the teacher or the school secretary.

PARENT COMMUNICATION COUNCIL (PCC): This is a volunteer organization made up of parents and teachers who work cooperatively to enhance the quality and quantity of activities and resources available at the school. An executive board manages the PCC. Their main function is the coordination of all committees' activities, liaison to the school community, and implementation of directives set by majority vote at monthly meetings. The PCC will produce a newsletter informing members of their activities.

Committee chairs look for help to provide fund raisers, family activities, yearbook preparation, baking, room parents, cultural activities, etc. Parents are encouraged to attend meetings, share their ideas, join in the wonderful activities and enrich our children.

ROOM PARENTS: Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents to bring in materials. Room parents will be given a list of students and one phone contact in case of an emergency and our phone/email broadcast system is not available.

SCHOOL COUNCIL: School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are comprised of the principal, a community representative, parents, and teachers. Terms are for two years and elections are usually in September of each year.

The council's responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent or community member is interested they should contact the building principal. Members' names will be published in the newsletter.

SIGN-IN: Volunteers are required to check in at the front office, sign in and take a visitor's badge.

Section III: DISTRICT-WIDE POLICIES

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, sex, gender identity, religion, national origin, sexual orientation, disability, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 350 East Central Street, Franklin, Massachusetts.

A student who believes that he/she is the victim of harassment may also report the matter to a teacher, counselor, or administrator who in turn will notify the Building Principal in the school. As an alternative, a student may report directly to the Building Principal or the District's Discrimination/Harassment Complaint Coordinator.

All employees of the Franklin Public Schools must respond to suspected harassment and to complaints by students of harassment by notifying the building principal or his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

The policy and procedures set forth herein shall apply to complaints pursuant to state and federal laws, including: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendment Act of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans With Disabilities Act; and Massachusetts General Laws, Chapter 151B.

The Franklin Public Schools strictly enforces a prohibition against harassment and discrimination, sexual or otherwise, of any of its students or employees by anyone, including any fellow student, teacher, supervisor, co-worker, vendor, or other third party, as such conduct is contrary to the mission of the Franklin Public Schools and its commitment to equal opportunity in education and employment.

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as sex, race, color, ancestry, national origin, religion, age, disability, marital status, gender identity or sexual orientation. The Franklin Public Schools will not tolerate harassing or discriminatory conduct that affects employment or educational conditions, that interferes unreasonably with an individual's school or work performance, or that creates an intimidating, hostile, or offensive work or school environment. Discrimination and/or harassment of employees or students occurring in the schools or workplace is prohibited by law and will not be tolerated by the Franklin Public Schools. For purposes of this policy, "workplace" or "school" includes school- sponsored social events, trips, sports events, work related travel or similar events connected with school or employment. Further, any retaliation against an individual who has complained about discrimination, harassment or retaliation; or any retaliation against any individual who has cooperated with an

investigation of a discrimination, harassment or retaliation complaint is similarly unlawful and will not be tolerated. Claims of retaliation will be investigated pursuant to this policy and procedures.

The Franklin Public Schools takes allegations of discrimination and harassment seriously and will respond promptly to complaints by taking interim steps to protect the complainant and the school community from further discrimination and/or harassment and by conducting a timely, thorough and impartial investigation. Where it is determined that inappropriate conduct has occurred, the Franklin Public Schools will act promptly to eliminate the conduct and will impose corrective action as necessary, including disciplinary action where appropriate, which may include termination of employment or school-related discipline. All actions taken will have the intention of minimizing the burden on the complainant and providing due process rights to those persons involved.

Procedures

All grievances shall be processed in a fair, expeditious and confidential manner. When a complaint of discrimination or harassment is made, the following investigative and appeal procedures will be followed:

Step 1: Reporting, Investigation and Response

Complaints may be made verbally or in writing to the Coordinator or his designee, who has authority to investigate all grievances. Complaints should be made promptly, within a short time after the occurrence giving rise to the complaint, to assure a prompt investigation and fair resolution. All complaints will be thoroughly investigated. Both the complainant and the subject of the complaint will be interviewed and given a full opportunity to state their case through the presentation of witnesses and other evidence. Witnesses and other persons relevant to the complaint, if any, will also be interviewed. A record will be kept of each investigation.

The complaints will be investigated within a reasonable time, usually not to exceed thirty (30) school days after the complaint has been received. When more than thirty (30) school days is required for the investigation, the Coordinator or his designee shall inform the employee or student who filed the complaint that the investigation is still ongoing. Both the complainant and the subject of the complaint will be informed of the result of the investigation, in writing in a manner consistent with federal and state law. If the complaint is substantiated, the Coordinator will refer the matter to the proper supervisor or administrator for appropriate responsive measures, including but not limited to disciplinary action. For students, discipline will be imposed consistent with the student code of conduct and state laws and regulations. Discipline of school staff will be consistent with collective bargaining procedures, if applicable, and may include reprimand, suspension from employment, or employment termination. Responsive measures will include any steps necessary to prevent the recurrence of any discrimination and/or harassment and will include corrective action aimed at eliminating any discriminatory effects on the complainant and others, as appropriate.

In certain cases, harassment and, in particular, sexual harassment of a student may constitute child abuse under Massachusetts law. The Franklin Public Schools will comply with all legal

requirements governing the reporting of suspected cases of child abuse. The Franklin Public Schools will also report instances of harassment that may involve a crime in a manner consistent with the MOU between the Franklin Public Schools and the Franklin Police Department.

Step 2: Appeal

In the event a complainant or subject of a complainant disputes the results of the investigation or resolution, he or she may further appeal to the Superintendent within ten (10) school days of the Coordinator's decision. Any request for appeal shall be made in writing.

The Superintendent shall meet with the parties to hear the appeal, and shall review the records of the investigation. The Superintendent shall issue a decision within ten (10) days of the hearing. The Superintendent's decision shall be final.

Nothing in this policy or procedure shall be deemed to affect a grievant's right to other remedies at law, including administrative appeals or lawsuits. Administrative agencies with jurisdiction in these matters include:

The Massachusetts Commission Against Discrimination ("MCAD")
One Ashburton Place, Room 601
Boston, MA 02108
(617) 727-3990

The U.S. Department of Education, Office for Civil Rights
222 J.W. McCormack Post Office & Courthouse, 7th Floor
Boston, MA 02109-4557
(617) 223-9662

Massachusetts Department of Education
75 Pleasant Street
Malden, MA 02148
(781) 388-3300

The U.S. Equal Employment Opportunity Commission ("EEOC")
One Congress Street - 10th Floor
Boston, MA 02114
(617) 565-3200

Reviewed; Revised; Adopted by School Committee: 7/15/14
Reviewed; Revised 10/27/15

NO SMOKING POLICY

The Franklin School Committee specifically prohibits the use of any tobacco products by any individual while they are on School property.

Authority

This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527 CMR 10:07; Franklin Town Bylaw 97-331 and MA General Law Chapter 148 Section 10B.

Enforcement

The Principals and Assistant Principals within each school will serve, at the pleasure of the local enforcing authority, as deputized enforcement officers of the Franklin School Department and will therefore be authorized to enforce this policy along with other authorized legal enforcement personnel.

Penalties & Fines

In compliance with the penalties prescribed within Massachusetts General Laws, Chapter 71, Section 37H, violators of this policy will be subjected to the actions and fines described herein:

Violator	Offense	Action	Fine
Students	Each	Consequences as described in Parent/Student Handbook	\$100
School Personnel	First	Verbal Warning	\$100
	Second	Written Reprimand and staff member will be required to enter a smoke cessation program as provided by the employer to the employee. Staff member may select another program at his/her own expense.	\$100
	Third	Suspension	\$100
	Fourth	Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy and state law within a three-year period, the slate will be considered clean. The process will then be considered free of previous violations.	\$100
General Public	Each	Removed from School property	\$100

Definitions

Tobacco Products: Tobacco products include but are not limited to cigarettes, cigars, pipe and chewing tobacco or any other substance whose smoke is inhaled.

School Property: School property includes but is not limited to school buildings, facilities, vehicles, busses and grounds.

Reviewed; no revisions 4/8/2008; 3/3/12

File: EBAB

ASBESTOS

In compliance with federal laws and regulations, Asbestos-Containing Materials in Schools Rule, 40 CFR §§ 763.80 through 763.99, the Franklin Public Schools complies with its responsibilities to inspect buildings that the District owns, leases or rents for asbestos-containing building materials (ACBM's). Create and execute written plans for managing ACBMs in a manner that minimizes asbestos exposure hazards, abate asbestos hazards that cannot be controlled through operations and maintenance (O&M) procedures and carry out certain recordkeeping and notification functions.

Complete results of all inspections as well as the schools' asbestos management plan are on file in the building Principal's office and the Facilities Management Office.

Reviewed; revised: 2/9/2010; 11/21/2013

File: EEA

STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY

The purpose of this policy is to delineate the available bus services and the eligibility requirements. This policy applies to the transportation of public school children, grades K-12, to and from schools located within the Town of Franklin, MA. This policy does not apply to special education transportation. Bus transportation is provided under contract with private owners through a competitive bid process in accordance with MGL Chapter 30B regulations. Bus contracts are authorized by the Superintendent of Schools. Pupils are designated as walkers if they do not qualify as bus pupils.

ELIGIBILITY AND MEASUREMENTS

For the purposes of this transportation policy, all distances and walking routes shall be measured and determined in accordance with the geographic software system then in use by the Franklin School System.

All students in grades K to 6 who reside more than 2.0 miles from their assigned school will be bused at no charge to the student.

Students in grades 7 through 12 are not eligible for free bus transportation.

The superintendent of Schools is responsible for execution of the transportation policy and regulations adopted to implement the policy.

The Franklin School Committee reserves the right to authorize a pay to ride option. The Committee will determine whether or not to offer this option on a yearly basis.

LEGAL REF.: M.G.L. 71:68

REF: Transportation Contract
 Student Handbooks
 Bus Company Handbook/Practices

Reviewed, revised: 1/26/10; 2/24/10
Accepted by the School Committee 3/9/10

File: EFC

FREE AND REDUCED PRICE FOOD SERVICES

The school system will take part in the National School Lunch Program and other food programs that may become available to assure that all children in the schools receive proper nourishment.

In accordance with guidelines for participation in these programs, no child who a teacher believes is improperly nourished will be denied a free lunch or other food simply because proper application has not been received from his/her parents or guardian.

As required by state and federal regulations, the School Committee will approve a policy statement pertaining to eligibility for free milk, free meals, and reduced price meals.

LEGAL REFS.: National School Lunch Act, as amended (42 USC 1751-1760)
 Child Nutrition Act of 1966, P.L. 89-642, 80 Stat. 885, as amended
 M.G.L. 15:1G; 15:1L; 69:1C; 71:72

Reviewed, revised: 2/9/10

File: GBAB

Acceptable Use for Students

The Franklin Public Schools shall provide students access to the technology system/network, including access to external networks, for limited educational purposes. The technology system/network will also be used to provide information to the community, including parents, governmental agencies, and businesses.

The Superintendent or his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

When utilizing school sanctioned modes of communication, students, staff, teachers and coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

As part of its bullying awareness curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with policies of the Franklin Public Schools. Violation of law may result in criminal prosecution as well as disciplinary action by the Franklin Public Schools.

The Superintendent or his/her designee shall develop and implement administrative regulations, procedures, and user agreements, consistent with the purposes and mission of the Franklin Public Schools as well as with law and policy governing copyright.

The Franklin Public Schools shall not be liable for users' inappropriate use of electronic resources or violations of copyright restrictions, users' mistakes or negligence, or costs incurred by users. The Franklin Public Schools shall not be responsible for ensuring the accuracy or usability of any information found on external networks.

Reviewed; revised – Adopted 9/22/09
Reviewed; revised 8/7/12

Franklin Public Schools

Information Technology Acceptable Use Student Agreement Grades 6-12

School sanctioned information technology resources are provided for educational purposes. Adherence to the rules is necessary for continued access to the school's technology resources. As part of its bullying curriculum, the school district educates all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the code of conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's code of conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's code of conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

Please sign and return to teacher/Failure to return form indicates student does not have permission to access technology in school.

We have reviewed the student agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

Reviewed, Revised, Adopted 9/22/09
Reviewed; revised 8/7/12

GBAB-E2

Franklin Public Schools

Acceptable Use Student Agreement Grades K-5

In order for a student to use the Franklin Public Schools technology, parents/guardians must be aware that its use is for educational purposes only; he/she must read these guidelines or have them read and explained by a parent/guardian.

All technology use at the elementary level is under the supervision of a teacher or responsible adult. As part of its bullying curriculum, the

- All students are provided with full and equal opportunity for participation in field trips; and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: IHB

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS

(PROGRAMS FOR CHILDREN WITH SPECIAL NEEDS)

The goals of this school system's special education program are to allow each child to grow and achieve at his own level, to gain independence and self reliance, and to return to the mainstream of school society as soon as possible.

The requirements of Chapter 71B and the Massachusetts General Laws (known as Chapter 766 of the Acts of 1972) and state regulations will be followed in the identification of children with special needs, in referrals for their evaluation, in prescribing for them suitable programs and in assessing their educational progress. In keeping with state requirements, all children with special needs between the ages of three through 21 who have not attained a high school diploma or its equivalent will be eligible for special education.

The School Committee believes that most children with special needs can be educated in the regular school program if they are given special instruction, accommodations and the support they need. These children should also be given the opportunity to participate in the school system's non- academic and extracurricular activities.

The Committee recognizes that the needs of certain children are so great that special programs, special classes or special schools may be necessary. When appropriate programs, services, or facilities are not available within the public schools, the Committee will provide these children with access to schools where such instruction and accommodations are available.

It is the desire of the Committee that the schools work closely with parents in designing and providing programs and services to children with special needs. Parents will be informed, and conferred with, whenever a child is referred for evaluation. In event of any disagreement concerning diagnosis, program plan, special placement, or evaluation, the parents will be accorded the right of due process.

The Committee will secure properly trained personnel to work with the children with special needs. Since the financial commitment necessary to meet the needs of all of these children is extensive the Committee will make every effort to obtain financial assistance from all sources.

LEGAL REFS.: The Individuals with Disabilities Ed. Act (PL 94-142 adopted 1/1/91)
 Rehabilitation Act of 1973
 M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)
 Board of Education Chapter 766 Regulations, adopted 10/74, as amended
through
 7/1/81
 603 CMR 28:00 inclusive

File: IHBE

ENGLISH LANGUAGE LEARNERS

Massachusetts General Laws, Chapter 71A defines an English Language Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by Chapter 71A, Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners (ELL) are based on the individual needs of the student. Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to English Language Learners are designed to minimize barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The Franklin Public Schools is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

In order to meet the needs of English Language Learners, school personnel shall:

- Seek qualified individuals to conduct evaluations of the student’s skills in their primary language.
- Provide professional and/or paraprofessional services to supplement instruction in the general curriculum, as deemed necessary to acquire English language, or in English, whichever is deemed effective.
- Utilize assessment and evaluative tools deemed to be culturally appropriate and bias free and that are standardized and nationally-normed.
- Utilize a variety of assistive technology to enable student to access curriculum and make progress in achieving mastery of state curriculum frameworks.
- Consult with professionals with expertise in the primary language of the English Language Learner.
- Consult and communicate with parents in making all educational decisions.
- Provide information and communication in the primary language of parent/guardian.

In order to comply with federal and state regulations, the Franklin Public Schools will:

- Annually conduct child find activities and develop a census of English Language Learners
- Annually develop, evaluate and modify methods of assessment and instruction.
- Review annually the services provided to English Language Learners.
- Ensure parents are informed of all services and opportunities under the law.

- Implement all interventions and services and procedures mandated by state and federal regulations and laws.
- The Franklin Public Schools will designate a liaison to coordinate all English Language Learner educational activities.

Legal References: Title VI of the Civil Rights Act of 1964; “No Child Left Behind Act of 2001 (P.L. 107-110); M.G.L. c. 71A, and related regulations

File: IHBG

HOME SCHOOLING

The Massachusetts General Law requires the Franklin School Committee to determine that a Home Schooling program meets with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the district, the name, age place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The capacity of the parents to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the district may have access to public school activities of an extra-curricular nature (e.g. sports, clubs) with the approval of the Superintendent.

The district reserves the right to allow enrolled students to have precedence or priority over the home-schooled student with regard to placement on sports teams and activities that have limited enrollment. With approval of the Superintendent or designee in consultation with the Principal, a home-schooled student may participate in sports teams and activities that have limited enrollment provided that he or she does not displace an enrolled student.

The home-schooled student who accesses Franklin Public School athletics or extra-curricular activities is subject to the following provisions that are consistent with MIAA guidelines:

- **Signed Franklin Public School handbook release form must be on file with the home school plan, acknowledging compliance with all Franklin Public Schools' rules and policies including MIAA guidelines**
- **A home-schooled student who is determined to be eligible for High School athletics shall submit quarterly progress reports for review by the High School Principal on or before the dates established by the high school for report card distribution. Progress reports shall be submitted in a format that indicates clearly whether the home-schooled student has passed or failed each course identified under the approved home-school plan**
- **The home-schooled student is subject to all Franklin High School eligibility standards as outlined in the student handbook and MIAA guidelines**

Home-schooled students are not eligible to attend/participate in social events (e.g. school dances, prom, senior all-night party) that are not open to the public and that are intended for enrolled Franklin Public School students only.

Home-schooled students may not participate in specific classes or courses offered during the school day that are not open to the public and that are intended for enrolled Franklin Public School students only.

A Home Schooled student is not eligible for a Franklin High School diploma.

REFS: MIAA Handbook

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court
399 Mass. 324 (1987)

Reviewed, Revised, Accepted by the School Committee 10-26-10

File: IJOAA

FIELD TRIPS

Field trips can bring the school and community closer together, which can result in real life experiences that enrich the curriculum for students. The School Committee encourages field trips that enhance the instructional program in its schools and provide students access to state and local curriculum standards.

The Superintendent shall establish guidelines to assure that:

- All field trips contribute to the students' access to state and local curriculum standards;
- All field trips have advance approval of the Superintendent or his/her designee;

All students have the prior permission of the parent/guardian for field trips;
The field trips are properly supervised by staff and parent/guardian volunteers;

- All students are provided with full and equal opportunity for participation in field trips;
and
- Safety protocols are established and observed on field trips;
- All extended field trips comply with the extended field trip policy and protocols.

All out-of-state or extended (overnight) trips, including enrichment, except those required for student participation in tournament competition or contests, must have advance approval of the Franklin School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REFS: IJOAB Extended Field Trips
JJE Student Fundraising Activities

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JAB

HANDBOOKS ARE POLICY

The student handbooks, which are approved annually, shall be considered School Committee Policy.

Adopted by School Committee 2/28/12

File: JEA

ENTRANCE AGE

The policy for admission to kindergarten and first grade has been developed so that all children will be successful as they enter school. For the purpose of this policy, the school year is defined as beginning July 1st and ending the following June 30th in accordance with Department of Education regulations.

The Franklin School Committee establishes the age of admission to elementary school at five (5). Pupils shall be five years of age on or before August 31 of the same year to enter kindergarten and shall be six years of age on or before August 31 of the year the student enters first grade.

Kindergarten Enrollment

Students who have completed a full- year of full -day NAEYC accredited kindergarten with another public school district will be eligible to enter grade one. However the Franklin Public Schools reserves the right to a review the placement of any underage child after 30 school days and to change the grade level placement if deemed appropriate by the principals in consultation with parents and the superintendent.

A parent may petition the Superintendent to assess the child for grade acceleration if:

The family moved to Franklin from another community or from out of state and the child attended a full day NAEYC accredited public school program or an NAEYC full day independent private kindergarten program for 90 school days or more.

OR

If a parent residing in Franklin enrolls an underage child in a private independent NAEYC accredited kindergarten program in order to circumvent the Age of Admission policy the parent may petition the superintendent and request the child be assessed for grade acceleration.

If the child is not deemed an appropriate candidate for grade acceleration, he/she may be placed in kindergarten for an additional year.

For the purpose of this policy, a student is a resident of Franklin if the student actually resides in Franklin. However, if a student resides temporarily in Franklin, for the special purpose of attending school, and his or her parents'/guardians' legal residence is a city or town other than Franklin, then the School Committee may recover tuition from said student's parents/guardians.

LEGAL REFS. M.G.L. 76:6

CROSS REF.: JHD, Denial of Admission from School Attendance

Reviewed, no revisions 2/7/12

File: JFAA

NEW RESIDENT PROCEDURES

A student will not be admitted into the school system unless he/she is a resident of the Town of Franklin and presents “proof of residency”.

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.
- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of “proof of residency” in Franklin.

Legal Reference: MGL, Chapter 76, Section 5; Chapter 201F Section 3

Adopted by School Committee: 10/23/12

File: JFAA-R

SCHOOL ADMISSION / RESIDENCY

The Franklin School Committee adopts the following policy regarding the residency and admissions of students. The staff is directed to ensure that all forms and regulations are fully executed and conform to this policy.

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is ordinarily presumed to be the legal residence of the child’s parent or legal guardian having physical custody of the child. A student’s actual residence is considered to be the place where he or she lives permanently. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

A determination that a student does not actually reside in the Town of Franklin renders the student ineligible to enroll in the Public Schools of Franklin or, if the student is already enrolled in the Public Schools of Franklin, shall result in the termination of such enrollment. A parent, legal guardian, or student who has reached the age of majority (18), who is aggrieved by a determination of residency may appeal the determination to the Superintendent of Schools, whose decision shall be final.

II. VERIFICATION OF RESIDENCY

Before any student is enrolled in the Public Schools of Franklin, his or her parent or legal guardian must provide:

1. A signed Affidavit of Residency; and
2. Proof of residency in the Town of Franklin (2 documents)

All applicants for enrollment must submit at least one document each from Column A and B and any other documents that may be requested, including but not limited to those from Column A and, B (noted below). A parent, guardian, or student who is unable to produce the required documents should contact the Superintendent of Schools.

Column A

Column B

Evidence of Residency
Identification (Photo ID)

Evidence of

Record of recent mortgage payment and/or property tax bill.
Card

Valid Driver’s License

Valid MA Photo ID

Copy of Fully Signed Lease *and* record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)

Passport

Photo ID

Other Government issued

Landlord Affidavit *and* recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

The Principal, or his/her designee, shall verify the home address and home telephone number of each student at least once during the school year. Any irregularities shall be reported promptly

to the Superintendent of Schools. Parents are required to notify the school of any changes of their address or the address of the student within five days of the change.

III. ENFORCEMENT

Should a question arise concerning any student's residency in the Town of Franklin while attending the Public Schools of Franklin, the student's residency will be subject to further inquiry and/or investigation. Such questions concerning residency may arise on the basis of incomplete, suspicious, or contradictory proofs of address; anonymous tips; correspondence that is returned to the Public Schools of Franklin because of an invalid or unknown address, or other grounds.

The Superintendent may request additional documentation, may use the assistance of the School Department's Attendance Officer, and/or may obtain the services of police or investigative agency personnel to conduct investigations into student residence. The Attendance Officer and/or residency investigator(s) will report his or her findings to the Superintendent of Schools, who shall make final determination of residency.

Upon an initial determination by the Superintendent of Schools that a student is actually residing in a city or town other than the Town of Franklin, the student's enrollment in the Public Schools of Franklin shall be terminated immediately.

IV. PENALTIES

In addition to termination of enrollment and the imposition of other penalties permitted by law, the Public Schools of Franklin reserve the right to recover restitution based upon the costs of educational services provided during the period of non-residency.

V. EXCEPTIONS

1. The Residency Requirements Shall Not Apply to the Following:
 - a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;
 - Tuition paying students, as permitted by law;
 - School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;
 - Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.
2. Extraordinary Circumstances:
 - a. Tuition Basis

Students already enrolled in the Public Schools of Franklin who move out on or after February 1st of a given school year, or in the case of 8th graders and Franklin High School seniors who move out on or after October 1st of a given school year, may complete the current school year.

b. Tuition Waivers

At the discretion of the Superintendent or his designee, tuition may be waived in the following cases:

1. Students in their senior class at Franklin High School who move from Franklin on or after October 1 of their senior year, and who have resided in Franklin during the entire previous school year.
2. Students who move because of the severe or chronic illness of the student or immediate family member; the death of an immediate family member; disaster to the residence; or other circumstances having a significant impact upon the student.
3. Students whose parents divorce or separate and share custody, provided one custodial parent remains a resident of Franklin and the student resides at least 50% of the time with the parent who resides in Franklin. Under such circumstance, parents will need to provide documentation reflecting custodial arrangements.

3. Dwellings that are Intersected by the Town Line:

a. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

1. In the case of a single family dwelling, as distinguished from a plot of land, that is intersected by whatever degree by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.
2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line prior to the adoption of this policy, and upon which some property tax is assessed by the Town of Franklin, persons residing therein may attend the Public Schools of Franklin.

b. Dwellings that are Built or Altered After the Adoption of this Policy:

1. In the case of a single family dwelling that is intersected by whatever degree by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such dwelling is located

within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

2. In the case of a multiple-dwelling structure in which any apartment, suite, or family unit located therein is intersected by the Town Boundary Line because of construction or alterations occurring after the adoption of this policy, if more than fifty percent of such apartment, suite or family unit is located within the Town boundary, persons residing therein may attend the Public Schools of Franklin.

VII. NOTIFICATION

The Public Schools of Franklin residency requirements, verification procedures, and consequences of falsifying or misrepresenting residency will be published in the Franklin School Committee Policy Manual, and published in each school handbook.

Legal Reference: M.G.L. Chapter 76, Section

Reviewed, revised 2/7/12

Reviewed, revised, adopted by School Committee: 8/26/2014

File: JFAB

STUDENT MOVING PROCEDURES

Upon any change of residence, either within or outside of Franklin, the parent/legal guardian immediately informs the principal of the school where the child is currently enrolled, prior to the move. A transition plan is developed for the student to transfer to the new school of residence if remaining within Franklin, or to the new school district, if moving to another town.

- A. Preschool to Grade 11 student moves from one school attendance area to another within Franklin after the school year begins, and requests to remain in the previous school attendance area:
- Any request for a student to remain in the former school must be made to the Principal, who may consider the request if there are compelling circumstances. Should the Principal approve the request, it is on the condition that the parent/guardian provides transportation to and from school and the placement approval is for the balance of the current school year.
 - If the family moves to a different district within Franklin after the spring vacation, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.
- B. Preschool to Grade 11 student moves to another town:
1. In the event the family moves prior to the spring vacation, the student transfers to the new town/school.

2. If the family moves after the spring vacation, at the discretion of the Principal, the student may complete the school year provided the parent/guardian provides transportation. Parent will ensure the student arrives and departs school consistent with the school's time schedule.

3. The Parent(s) is/are required to provide transportation during the school day if the student is dismissed from school.

C. Grade 12 students

In the event the family of a grade 12 student moves, the student may complete Franklin High School provided the parent/guardian provides transportation.

D. Central Office notification

The Principal must notify the Central Office of any change in the student's residence and status.

Reviewed, revised, adopted by School Committee 3/26/13

File: JH

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee does recognize that parent/guardians of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. For observance of major religious holidays.
5. Those excused, documented absences as found in Franklin Public School Handbooks.

A child may also be excused for other exceptional reasons with approval of the school administrator.

Accordingly, parent/guardians will provide an explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic irregular, or unlawful absence, the school administration may request a physician's statement certifying such absences to be justifiable and/or may refer the parent to the court system or other state agencies for appropriate action.

The school district does not support student absences for family or personal vacations. The school will not be responsible for providing study material, nor will the staff be responsible for make-up or after-school study sessions.

LEGAL REFS.: M.G.L. 76: 1; 76:16; 76:20

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013

File: JICFA

HAZING

The Franklin School Committee forbids hazing in any form. Should an alleged instance of hazing occur, the provisions of M.G.L. Chapter 269, Sections 17, 18, and 19 shall be adhered to.

Reviewed, No Revisions 8-16-10; 3/3/12

File: JICFB

BULLYING

It is the goal of the Franklin School Committee to promote a learning atmosphere for students free from all forms of bullying. Because bullying affects not only students who are targets but also those who participate and witness such behavior, it is detrimental to student learning and achievement and will not be tolerated by Franklin Public Schools.

Franklin Public Schools prohibits all forms of harassment, discrimination and hate crimes based on race, color, religion, national origin, ethnicity, sex, gender identity, sexual orientation, age or disability. Franklin Public Schools recognizes that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The civil rights of all school community members are guaranteed by law. The protection of those rights is of utmost importance and priority to our school district. Franklin Public Schools also prohibits bullying of school community members for reasons unrelated to their race, color, religion, national origin, ethnicity, sex, sexual orientation, gender identity, age or disability. Further, Franklin Public Schools will also not tolerate retaliation against persons who report an incident(s) of bullying and/or harassment.

Bullying is the repeated use by one or more students or school staff members of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: (a) causes physical or emotional harm to the target or damage to the target's property; (b) places the target in reasonable fear of harm to himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

Cyber-bullying is bullying through the use of technology or any electronic devices such as telephones, cell phones, computers and the Internet. It includes, but is not limited to, email, instant messages, text messages, and Internet postings.

As is required by Massachusetts General Law, curriculum concerning the prevention of bullying and the fostering of a safe and nurturing school climate at each school shall be implemented in the Franklin Public Schools.

All reports of bullying will be promptly investigated and will subject the perpetrator(s) to disciplinary action in accordance with the student handbooks/policies and/or the collective bargaining agreement. Bullying actions will include, when appropriate, referral to law enforcement agencies or other state agencies. Franklin Public Schools will support this policy in all aspects of its activities, including its curricula, instructional programs, staff development, extracurricular activities and parental involvement.

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also 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 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 or materially and substantially disrupt the education process or the orderly operation of the school.

The School Committee expects the Superintendent or his/her designees to make clear to students and staff members that bullying will not be tolerated and will be grounds for disciplinary action.

All staff members are required to report any bullying or harassment they see or learn about. The district will promptly and reasonably investigate allegations of harassment, including bullying. The Principal or his/her designee will be responsible for handling all complaints by students alleging harassment or bullying. Retaliation against a person who reports bullying, who provides

information during an investigation of bullying, or who is a witness to or has reliable information about bullying, is prohibited.

Nothing in this policy is designed or intended to limit the District's authority to discipline or take remedial action under General Laws Chapter 71, §37H or other statutes or regulations, or in response to violent, harmful, or disruptive behavior, regardless of whether this policy covers the conduct. Reports of cyberbullying by electronic or other means, occurring in or out of school will be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

The Superintendent will develop administrative guidelines and procedures for implementation of this policy, consistent with the requirements of M.G.L. Chapter 71 §37O and related guidelines issued by the Department of Elementary and Secondary Education. The Superintendent in conjunction with principals will publish disciplinary policies in Student Handbooks, which shall prohibit bullying and shall include the bullying prevention and intervention plan required by Chapter 71, §37O of the Laws of the Commonwealth. Student handbooks shall include age-appropriate summaries of the student-related sections of the district's bullying prevention and intervention plan.

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or sensory disability or by association with a person who has or is perceived to have 1 or more of these characteristics." The District's bullying intervention plan will include the specific steps that each school will take to support these vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to bullying or harassment.

LEGAL REFERENCE: MGL General Laws Chapter 71, §37 O

LEGAL REFERENCE: Massachusetts Equal Educational Opportunities Regulations, 603 CMR 26.00.

CROSS REFERENCE: Student Handbooks

School Committee Policy JICFA, JICFA-E, JICFA-E1, JICFA-E2 Hazing

FRANKLIN PUBLIC SCHOOLS Bullying Prevention and Intervention Plan

FRANKLIN PUBLIC SCHOOLS Bullying Flowchart

Adopted: 3/29/11

Reviewed, no revisions 3/3/12

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JII

Student Complaints and Grievances

Students and their parent(s)/guardian(s) who believe that the students have received unfair treatment in the form of disciplinary action in the form of exclusion from school, specifically suspensions of ten (10) days or greater, consecutively or cumulatively in one school year, or expulsion will have the right to appeal to the Superintendent in accordance with state law. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings and reviews of student grievances.

For suspensions or exclusions under M.G.L. Chapter 37H, 37H1/2 or 37 H 3/4, the Student may appeal the Principal's decision to the Superintendent and the Superintendent's decision shall be the final decision with no right to appeal to the School Committee

LEGAL REF.: M.G.L. 76:17 and M.G.L. c. 37H and 37H1/2 and 37H 3/4

Reviewed, revised, adopted by School Committee 3/26/13

Reviewed; Revised; Adopted by School Committee: 7/15/2014

File: JJ-E

CO-CURRICULAR AND EXTRACURRICULAR ACTIVITIES

- (1) Advantages and privileges of public schools include all extracurricular activities made available, sponsored or supervised by any public school. No school shall sponsor or participate in the organization of outside extracurricular activities conducted as such school which restrict students participation on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation disability, or homelessness. 603 CMR 26.06(1) does not prohibit School Committees from allowing use of school premises by independent groups with restrictive membership.
- (2) No student shall be denied the opportunity in any implied or explicit manner to participate in an extra-curricular activity because of the race, color, sex, gender identity, religion, national origin, sexual orientation, disability or homelessness of the student except as provided in 603 CMR 26.06(7).
- (3) Each school system shall provide a fair distribution of athletic expenditures. Each school within such system shall provide equal opportunity for male and female students to participate in intramural and interscholastic sports. Factors considered in determining equal opportunity shall include budgetary allocations, the proportion of male and female students in the student body, the number and nature of activities offered, levels of competition, equipment (including rate of replacement), supplies, awards, uniforms, facilities, scheduling of games and practice times, travel opportunities and allowances, opportunities to receive equitable coaching and instruction at each level of competition and the availability of services such as medical and insurance coverage, publicity, clerical and administrative staff, scouting services and audio-visual aids.
- (4) In developing its athletic program, a school shall be required to demonstrate good faith by taking into account determined student interest.

- (5) In order to ensure fair distribution of athletic expenditures as defined in 603 CMR 26.06(4), each school shall indicate in the budget that is reviewed by the School Committee the anticipated expenditure for each interscholastic and intramural athletic activity and the anticipated student participation in the activity by number and gender.
- (6) A school may establish separate teams for males and females for interscholastic and intramural competition in a particular sport, provided that the requirements of 603 CMR 26.06(8) are satisfied.
- (7) Teams comprised primarily or solely of persons of one gender shall be granted equal instruction, training, coaching, access to available facilities, equipment and opportunities to practice and compete as teams engaged in a similar activity comprised primarily or solely of persons of the opposite gender.
- (8) Participation in extra-curricular activities shall be actively encouraged by each school for both boys and girls and for racial and ethnic minorities. When offering extra-curricular programs, schools shall take into consideration the ethnic traditions of the student body. Criteria not related to skill levels which act to exclude members of one gender of any racial, religious, or ethnic group represented in the school from, participation in specific athletic or other extracurricular activities cannot be permitted.

LEGAL REF.: M.G.L. 71:47, 603 CMR 26.06

Reviewed, revised, approved by School Committee: 3/27/12

Reviewed; Revised; 10/27/15

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

At or before the start of each sport, or marching band season, all students who plan to participate in extracurricular activities shall complete and submit to the coach, athletic director or band director a current permission form, athletic physical examination form and a signed MIAA form. The physical examination form must include a comprehensive medical history with up-to-date information relative to concussion history, any head, face or cervical spine history and any history of co-existent concussive injuries. Any student with a history of concussive, head, face

or cervical spine injury must provide a current medical clearance and authorization signed by the treating physician to compete in the extracurricular or athletic activity

Any student, who during a practice or competition sustains a head injury or suspected concussion, or exhibits signs and symptoms of a concussion, shall be removed from the practice or competition immediately and may not return to the practice or competition that day.

The student shall not return to play unless and until the student provides medical clearance by his/her treating physician that he is symptom-free and medically able to participate in the activity. The District may seek parental permission to speak with the physician in order to clarify the student's medical condition and to gather additional information. The District reserves the right to determine that a student may not safely participate in an athletic activity.

LEGAL REFERENCE: MGL 111 Section 222; 105 CMR 201.000

REFERENCE: FPS Procedures and Protocols on Student Head Injuries and Concussions in Extra-Curricular Activities

Adopted by the School Committee 7/12/11

Reviewed, Revised 1/25/12

Reviewed, Revised 2/7/12

File: JKA

CORPORAL PUNISHMENT

Consistent with Massachusetts General Laws, corporal punishment is prohibited by the Franklin Public Schools.

Corporal punishment is defined as discipline or punishment through the use of physical force or contact, including but not limited to, hitting, spanking, slapping, and pinching.

The prohibition of corporal punishment does not preclude a teacher or other staff member from administering a physical restraint in emergency situations of last resort consistent with 603 CMR 46.00.

Upon receipt of a complaint of corporal punishment, the Superintendent of Schools or his/her designee will conduct an investigation in accordance with Massachusetts General Laws.

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

CROSS REF.: School Committee Policy GBEB, JIC, & JKAA

Reviewed, revised, adopted by School Committee: 4/12/2016

File: JKAA

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. It is the policy of the Franklin Public Schools that physical restraint shall be used only in emergency situations, after other less intrusive alternatives have failed or been deemed inappropriate and with extreme caution. As part of a comprehensive approach to safety, all schools have physical restraint procedures in place with procedures which follow the Department of Education Regulations. Qualified, trained staff carry out specific procedures and parents/guardians are notified. Under appropriate circumstances, the Department of Elementary and Secondary Education is notified. For further information, contact your child's school.

Legal Ref: 603 CMR 46.00

Adopted by School Committee: 9/11/12

Reviewed; revised; adopted by School Committee: 8/11/15

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

It is the policy of the School Committee to comply with the requirements of state regulations regarding the obligation of the Franklin Public Schools to provide educational services to a student who is confined to the home or hospital for medical reasons for a period of not less than fourteen school days in a school year. The intent of the regulation is to provide students receiving a publicly-funded education with the opportunity to make educational progress even when a physician determines that the student is physically unable to attend school. Home/hospital educational services are not intended to replicate the total school experience. The number of tutoring hours provided to the student will be based upon the District's recommendations of what is required to minimize educational loss and taking into account the medical needs of the student. The District determines if credit will be awarded for work completed during tutoring.

If a chronic or acute medical condition that is not temporary in nature appears likely to adversely impact a student's educational progress, the Building Principal and/or his or her designee will initiate a referral to determine eligibility for special education services.

The District requires students who seek home/hospital instruction to provide the Building Principal with a Department of Elementary and Secondary Education Physician's Statement form (form 23R/3) that is completed and signed by the Student's attending physician. The District may seek parental permission to speak with the physician in order to clarify the student's medical availability to receive educational services, to gather additional information and to

develop a transition plan to return the student to a school setting. Students who do not provide a fully-completed and signed form will not be provided with tutoring.

LEGAL REFERENCE: 603 CMR 28.03(3)(c)

Adopted by School Committee 7/12/11

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENT

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthful school environment.

The District recognizes that parent/guardians have the primary responsibility for the health of their students. The school will cooperate with appropriate professional organizations associated with maintaining individual and community health and safety.

The District shall provide the services of a medical consultant who shall render medical and administrative consultative services for personnel responsible for school health and athletics.

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.

Each year parent/guardians shall supply information indicating the name, address, and phone number of a person to be contacted in case the parent/guardian is not available; and any allergies or diseases the student might have.

The District shall maintain an Emergency Procedures Handbook which shall be utilized by District personnel for handling emergencies. Emergency procedures shall include the following:

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or diseases the student might have;
2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor's order and written parent/guardian consent.

3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

1 of 2
File: JLC

Prompt reporting by teachers to the Principal or designee any accident or serious illness and such reports will be filed with the Business Office.

Student Illness or Injury

In case of illness or injury, the parent/guardians will be contacted and asked to provide transportation. Transportation of an ill or injured student shall not be provided by school personnel.

If the parent/guardians cannot provide transportation and the student is seriously ill or injured, an ambulance may be called. Expense incurred as a result of emergency ambulance use will not be borne by the Franklin Public Schools.

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

CROSS REF.: EBB, First Aid

Reviewed, revised 9/27/12

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

Pursuant to state law, students will be screened for hearing, vision and scoliosis. A record of the results will be maintained by the school nurse.

Every student must present the results of a general physical examination four times: upon entering school (Kindergarten) and upon admittance to the fourth, seventh, and tenth grades. The results of examinations will be a basis for determining what corrective measures or modifications of school activities, if any, should be recommended. A record of all examinations and recommendations will be maintained by the school nurse while the student attends Franklin Public Schools.

All students participating in an inter-scholastic athletic activity shall obtain a physical examination in accordance with state law. This examination must take place within 13 months of the start of the sport season. The examination must be performed by a physician, physician's assistant, or nurse practitioner. Sports physicals may be scheduled with the school physician as

appropriate. Additionally, candidates for school athletic teams must comply with the District's concussion policy by completing necessary forms and training.

Whenever the school nurse finds a child suffering from any medical concern, the school nurse will contact the parent/guardian to discuss actions to be taken and the nurse will document accordingly.

The school nurse will make a monthly report to the Director of Pupil Personnel Services of the number of students examined; the number excluded; and the number recommended for treatment or special adjustment of work. In all cases of exclusion or recommendation, the causes will be included in the report.

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57

CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12

File: JLCB

STUDENT IMMUNIZATIONS

No student shall attend preschool through twelfth grade without a certificate of immunization documenting that the child has been immunized according to Department of Health recommended schedules against diphtheria, tetanus, pertusis, polio, measles, mumps, rubella, Haemophilus influenza typeB, hepatitis B and varicella.

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

- A medical exemption is allowed if a physician submits documentation attesting that an immunization is medically contraindicated.
- A religious exemption is allowed if a parent submits a written statement that immunizations conflict with their sincere religious beliefs.

In situations where a case of vaccine-preventable or any other communicable disease is present in school, all under-immunized, including those with medical or religious exemptions, are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements pursuant to state regulations.

Established by law

LEGAL REF.: M.G.L. 76:15

CROSS REF.: JHD, Denial of Admission from School Attendance

Adopted by the School Committee: 10/23/12

File: JLCC

COMMUNICABLE DISEASES

The School Committee recognizes that communicable diseases which may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases.

Management of common communicable diseases shall be in accordance with Massachusetts Department of Health guidelines. A student who exhibits symptoms of a communicable disease may be temporarily excluded from school attendance. The District reserves the right to require a physician's statement authorizing the student's return to school.

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

In the event a student with a life-threatening communicable disease qualifies for services as a special needs child under state and federal law, the procedures for determining the appropriate educational placement in the least restrictive environment shall be used in lieu of the procedures designated above.

Neither this policy nor the placement of a student in any particular program shall preclude the administration from taking any temporary actions including removal of a student from the classroom as deemed necessary to protect the health, safety, and welfare of the student, staff, and others.

In all proceedings related to this policy, the District shall respect the student's right to privacy and the student records policy and regulations.

LEGAL REF.: M.G.L. 71:55

Reviewed, Revised 9/27/12

File: JLCCB

WELLNESS POLICY

The mission of the Franklin Public Schools is to provide the environment and resources to enable all students to achieve success in reaching their emotional, intellectual and physical potential.

The policy of the Franklin Public Schools will:

- Ensure that all students have access to healthy food choices during the school day.
- Provide a pleasant dining environment for students and staff.
- Allow a minimum of 20 minutes for students to eat lunch and socialize in the designated cafeteria/dining area.
- Endeavor to enable all students to acquire the knowledge and skills necessary to make healthy food choices for a lifetime.
- In an effort to promote health and wellness, the Franklin Public Schools will review how nutritious food choices can be incorporated into the curriculum.
- Teachers and staff will not use food as a reward or punishment for students. When food is used in the classroom as part of the academic program, all foods shall comply with the competitive food standards listed below.
- Ensure all personnel review School Committee Policy JLCDD **Managing Life Threatening Food Allergies in the Educational Environment** annually.
- Promote and facilitate the practice of making good nutritional choices through a plan that focuses on reducing access to non-nutritional items and educating students about healthy foods.

Competitive Foods:

A la carte offerings to students shall be nutritious and shall comply with USDA and Commonwealth of Massachusetts school nutrition regulations. These regulations apply to “foods and beverages sold from midnight before to 30 minutes after the school day” . Competitive foods are defined as foods and beverages sold or provided in:

- School cafeterias, offered as a la carte items
- School buildings, including classrooms and hallways
- School stores
- School snack bars

- Vending machines
- Concession stands
- Booster sales
- Fundraising activities
- School-sponsored or school-related events
- Any other location on school property

Organizations affiliated with the Franklin Public Schools are required to follow these standards when foods/beverages are offered from midnight before until 30 minutes after the school day ends. They are encouraged to also follow these standards when offering foods/beverages outside of the 30-minute time period. In addition, any other after-school events held on school grounds are required to follow these standards when within the 30-minute time period and are encouraged to follow them when outside of the time period. See the USDA and State of Massachusetts school nutrition regulations for Competitive Foods and Beverages Table below for the standards. The table reflects the USDA Smart Snacks in Schools and the Massachusetts Nutrition Regulations for Competitive Foods, whichever standard is stricter. Using the stricter standard is stipulated by the USDA regulations.

Regulations for Competitive Foods and Beverages

Beverages	
Juice, milk, milk substitutes, and water are the only beverages to be sold or provided (i.e. no soda, sports drinks, teas, etc.)	
Juice	<ul style="list-style-type: none"> • Must be 100% fruit or vegetable juice with no added sugar • Portion size limited to 4 ounce serving
Milk and Milk Substitutes	<ul style="list-style-type: none"> • Must be low-fat (1% or less) or fat-free • Portion size limited to 8 ounce serving • Flavored milk/milk substitutes shall have no more than 22 grams of sugar per 8 ounces..
Water	<ul style="list-style-type: none"> • No added sugar, sweeteners, or artificial sweeteners • May contain natural flavorings and/or carbonation
Food	

Calories	<ul style="list-style-type: none"> Foods shall not exceed 200 calories per item A la carte entrées may have more than 200 calories but not exceed the calorie count of entrée items offered as part of the National School Lunch Program that are comparable
Fat	<ul style="list-style-type: none"> No more than 35% of calories from fat* No more than 10% of calories from saturated fat* No trans fat <p>*Exceptions: 1 ounce servings of nuts, nut butters, seeds, and reduced-fat cheese</p>
Sugar	<ul style="list-style-type: none"> No more than 35% of total calories from sugar* <p>*Exceptions: 100% fruit with no added sugar; and low-fat or non-fat yogurt (including drinkable yogurt) that contains no more than 30 grams of total sugar per 8 ounce serving</p>
Sodium	<ul style="list-style-type: none"> Sodium limited to 200 mg per food item except a la carte entrées which may contain up to 480 mg sodium per item
Grains	<ul style="list-style-type: none"> All bread and grain based foods must be whole grain (i.e. whole grain should be listed first in the ingredients label or contain 50% or more whole grains by weight)

Foods and Beverages

- No food or beverage shall contain more than trace amounts of caffeine
- No food or beverage shall contain artificial sweeteners
- Packaged items may contain no more than 1 serving per package

Additional Regulations

- Fresh fruits and non-fried vegetables must be sold at all locations where food is sold, except in non-refrigerated or beverage only vending machines
- Fryolators cannot be used to prepare competitive foods
- Food preparation and all foods and beverages sold or provided to students must meet all applicable state and federal food safety requirements
- Drinking water must be available to all students at no cost during the school day.
- Competitive food item must meet all competitive food nutrient standards AND have as the first ingredient either

- one of the non-grain major food groups (fruit, vegetable, dairy or protein) OR
- be a combination food that contains ¼ cup fruit and/or vegetable

AND

- If water is the first ingredient, the second ingredient must be one of the non-grain major food groups (fruit, vegetable, dairy or protein).

School Meals Program:

Foods or beverages provided as part of the National School Breakfast Program, or the National School Lunch Program shall be in compliance with Federal Guidelines. Nutrition services policies and guidelines for reimbursable meals shall not be more restrictive than federal and state regulations require. Menus will be planned with input from students, family members and other school personnel and should take into account students’ cultural norms and preferences. Food pricing strategies and food marketing programs will be designed and used to encourage students to purchase nutritious meals. Periodically, students may take part in food demonstrations and/or tastings.

Students will be encouraged to start each day with a healthy breakfast. All school meals will feature a variety of age-appropriate healthy choices that are tasty, attractive and of high quality. School meals will be prepared in a way that maximizes nutrient density and reduces fat and sodium. Parents and caregivers are encouraged to support a healthy school environment by providing a variety of nutritious foods if meals or snacks are sent from the home.

National School Lunch Program Meal Pattern	
Food Group	Requirements K-12
Fruit and Vegetables	$\frac{3}{4}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students must select a minimum of $\frac{1}{2}$ cup fruit or vegetable under OVS
Vegetables	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy

	<ul style="list-style-type: none"> • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (9-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Grains	Daily minimum and weekly ranges: Grades K-5: 1 oz. eq. min. daily (8-9 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (10-12 oz. weekly)
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

National School Breakfast Program Meal Pattern	
Food Group	Requirements K-12
Fruit	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-2015. Students must select ½ cup fruit under OVS

Grains and Meat/Meat Alternate (M/MA)	Daily minimum and weekly ranges for grains: Grades K-5: 1 oz. eq. min. daily (7-10 oz. weekly) Grades 6-8: 1 oz. eq. min. daily (8-10 oz. weekly) Grades 9-12: 2 oz. eq. min. daily (9-10 oz. weekly) Note: Quantity required SY 2013-2014. Schools may substitute M/MA for grains after the minimum daily grains requirement is met.
Whole Grains	All grains must be whole grain-rich.
Milk	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

Nutrition Education:

Students will have the opportunity to participate in a variety of nutrition education learning experiences in their health education courses. Nutrition education lessons are designed using instructional techniques and strategies to promote healthy eating. Nutrition education lessons are based on the most recent dietary guidelines for Americans developed by the USDA My Plate and are age appropriate based on the Massachusetts Health Education Curriculum Framework Standards. In health education, students will gain understanding of the following:

Nutrition knowledge: including but not limited to the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements and safe food preparation, handling and storage.

Nutrition related skills: including but not limited to planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information and commercial food advertising. Students will also assess their personal eating habits, set goals for improvement and develop a plan to achieve those goals.

Health Education:

The Franklin Public Schools will strive to provide Health Education skills and concepts as part of the regular instructional program and will strive to provide the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- In grades K-10 an interdisciplinary, sequential skill-based health education program based upon state standards and benchmarks shall be implemented. All health education lessons are age appropriate and are based on the Massachusetts Comprehensive Health Curriculum Frameworks.
 - In grades K-5 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental

health, tobacco, alcohol and other drugs, and growth and development.

- In grades 6-8 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, and reproduction/sexuality.
- In grades 9 & 10 units of study include: safety and injury prevention, interpersonal relationships, violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.
- In grades K-12 students shall have access to valid and useful health information and instructional materials.
- In grades K-12 students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs.

Physical Education and Activity:

Physical education shall be taught by a certified specialist. Physical activity shall be provided by a qualified staff member. Physical education and physical activity shall be an essential element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity. The opportunity to participate in physical education is not withheld from students as a punishment for misbehavior.

Physical Education Program:

The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.

- Participation in such physical activity shall be required for all students in kindergarten through grade five for a minimum of once a week.
- Instruction will be provided for grades 6-8 through formal physical education courses, integration into other courses, regularly scheduled intramural activities, and/or regularly scheduled school wide activities.
- High schools shall require four years of PE/Health for graduation.

- Students shall be taught communication, goal setting and decision making skills that enhance the development of interpersonal skills.

School Wellness Advisory Committee:

The Superintendent will establish and maintain a district-wide School Wellness Advisory Committee (SWAC). The purpose of this committee will be to recommend, review and help implement school district policies addressing school nutrition, nutrition education, physical activity and related issues that affect student health. In addition, the SWAC shall encourage development of a program that actively promotes wellness in schools and maximizes the school district's opportunities for grant awards.

The Superintendent shall appoint committee members, including a designee to serve as a liaison between the committee and the Superintendent, and ensure the active functioning of the committee. The composition of the SWAC shall include school nurses, school nutrition and physical activity staff, community agencies serving youth, parents, students, administrators, and school committee members. The SWAC shall meet at least four times a year and minutes shall be kept.

The SWAC shall develop and implement an Annual Improvement Plan that:

- Includes attention to nutrition, physical activity and obesity
- Has measurable, observable goals and objectives for the coming year to promote student wellness
- Explains how the SWAC will work with the district and school personnel to achieve its goals and objectives
- Includes recommendations concerning school-level wellness teams and initiatives
- Includes a process of monitoring and evaluating progress in reaching goals and objectives

The SWAC shall submit an annual report to the Superintendent and School Committee, indicating the progress toward achieving the goals and objectives of that year's annual plan. Such report may then be distributed to other interested parties and groups as the School Committee sees fit.

Implementation:

The Principal or his/her designee will be assigned to ensure compliance with standards of this Local Wellness Policy in his/her school. This individual will report on the school's compliance to the Chairperson of the SWAC.

The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas and will report on this matter to the Chairperson of the SWAC.

To help with the initial assessment of the district's Wellness Policy, the SWAC may conduct a baseline assessment of the schools' existing nutrition and physical activity environments and policies. The results of these school-by-school assessments can be compiled at the district level to identify and prioritize needs.

Assessments can be repeated every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Local Wellness Policy and develop work plans to facilitate its implementation.

Legal Reference: Healthy Hunger Free Kids Act of 2010

Legal Reference: MGL 223 Ch. 111, 105 CMR 215.00

Legal Reference: 42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118 Stat. 78.0

Legal Reference: The Healthy Meals for Healthy Americans Act of 1994, P.L. 103-448, Section 9(b)(2)(C) of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted by School Committee: 2/26/2013

Reviewed; Revised 12/11/14

File: JLCD

Administering Medicines to Students

The policy of the Franklin Public Schools as mandated by 71 M.G.L. 54B and the Massachusetts Department of Public Health 105 CMR, 210.001, et seq. "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" is that prescription medication is not to be dispensed without a written order from a licensed physician as described in 105 CMR 210.002 and written parent/guardians consent. Over the counter medication and medicinal substitutes such as nutritional supplements will not be dispensed without a physician's order and parental consent, as deemed necessary by the school nurse. Required orders and consents must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

Medication must be retrieved in person by the parent/guardians. Medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by an R. N. (including on field trips, if the parent is not present) with the exception of medications that may be self-administered pursuant to M.G.L. Chapter 71

Section 54B. Appropriate school staff shall be notified of medication administration by the school nurse (or student's self-administration of prescription medication) with parent/guardian consent, if not in violation of confidentiality. Administration of epinephrine will follow the procedures set forth by Department of Health Regulations.

Students with asthma or other respiratory diseases may possess and self-administer prescription inhalers under the following rules for Student Self-Administration of Medication.

Students with cystic fibrosis may possess and self-administer prescription enzyme supplements under the following rules for Student Self-Administration of Medication.

Students with diabetes may possess and self-administer glucose monitoring tests and an insulin delivery system under the following rules for Student Self-Administration of Medication.

Students with life-threatening allergies may possess and self-administer epinephrine under the following rules for Student Self-Administration of Medication.

Each school shall allow storage of epinephrine in a secure but unlocked place, as determined by the school nurse, accessible only to authorized persons, located in every part of the school grounds where an allergic student is most at risk, including, but not limited to, classrooms and lunchrooms.

Rules for Student Self-Administration of Medication:

The school nurse may permit self-medication of prescription medication by a student provided that the following requirements are met:

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;
- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;
- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.
- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;
- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;

- There is on file a written order from the licensed prescriber for self-administration;
- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;
- The student will keep a backup supply of the prescription medication with the school nurse.

Legal Reference: 105 CMR 210.01, et seq. and 71 M.G.L. 54B.
 Adopted: 3/05
 Reviewed, no revisions 9/27/12
 Reviewed; Revised; Adopted by School Committee: 7/15/2014
 Reviewed; Revised 7/28/15

File: JLCD-1

ANAPHYLAXIS PROCEDURE

Anaphylaxis refers to a potentially fatal, acute allergic reaction to a substance (such as insect sting, foods, chemicals, and medication) that is induced by exposure to the substance.

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.
2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.
3. The school nurse will obtain the signature of the parent/legal guardian on PPS-11 and then send a copy of the signed PPS-11 and the Medical Statement for Children with Life-Threatening Allergies form to the student's physician.
4. The school nurse will develop the Emergency Health Care Plan with the information on the Medical Statement from the health care provider and with consultation with the parent/legal guardian. For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the classroom.
5. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.
6. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs

immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.

7. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.
8. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e.g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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File: JLCD-1

"No public school teacher and no collaborative school teacher, no principal, secretary to the principal, nurse or other public school or collaborative school employee who, in good faith, renders emergency first aid or transportation to a student who has become injured or incapacitated in a public school or collaborative school building or on the grounds thereof shall be liable in a suit for damages as a result of his acts or omissions either for such first aid or as a result of providing emergency transportation to a place of safety, nor shall such person be liable to a hospital for its expenses if under such emergency conditions he causes the admission of such injured or incapacitated student, nor shall such person be subject to any disciplinary action by the school committee, or collaborative board of such collaborative for such emergency first aid or transportation."

9. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian will provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second epi-pen will be determined in each situation, including if the epi-pen will be carried by the student.
10. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
11. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
12. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.
13. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions 9/27/12
Reviewed; revised: 7/28/15

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File: JLCDD-E

PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS

BACKGROUND

Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. This protocol is to be used for students who are at risk for anaphylaxis and in circumstances where a previously undiagnosed life-threatening allergic response occurs.

Anaphylaxis is a potentially life-threatening medical condition occurring in food allergic individuals after exposure to their specific food allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal. The most common causes of anaphylaxis in children include allergies to:

- Foods (most commonly; dairy products, eggs, fish/shellfish, milk, peanuts/tree nuts, soy, wheat)

Anaphylaxis can occur immediately or up to two hours following allergen exposure, so it is important to:

- Identify student at risk
- Have appropriate preventative policies
- Be prepared to handle an emergency

PURPOSE AND GOAL

The Franklin Public Schools cannot guarantee to provide a food allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The sections below highlight the major responsibilities of the various groups, but each child's plan will be individualized and therefore not all responsibilities can be spelled out in this protocol.

The goal of the Franklin Public Schools regarding Life-Threatening Food Allergies is to engage in a system-wide effort to:

- Prevent any occurrence of life-threatening food based allergic reactions
- Prepare for any allergic reactions to food
- Respond appropriately to any food allergy emergencies that arise

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File: JLCDD-E

RESPONSIBILITIES OF THE FRANKLIN PUBLIC SCHOOL DEPARTMENT

The Superintendent and his/her staff shall be responsible for the following:

- Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
- Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
- Training shall include, but not be limited to:
 - A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
 - The signs and symptoms of anaphylaxis.
 - The correct use of an Epi-pen.
 - Specific steps to follow in the event of an emergency.

4. Adopt a “**NO FOOD TRADING/SHARING**” and “**NO UTENSIL SHARING**” procedure in all schools with particular focus at the elementary school level.

5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized as per district protocol.
7. Lunch Room Attendants/Cafeteria Personnel, who report to principal, will be assigned to clean life-threatening food allergy tables.
8. Make the Individual Health Care Plan available in the nurse's office and a student's homeroom at the elementary level and in the nurse's office at the middle and high school. Recommend that parents/guardians attach a photograph of their student with a Left-Threatening Food Allergy to their Individual Health Care Plan.
9. Submit to school bus drivers a list of students who have life-threatening food allergies.
10. Make Epi-pens (belonging to the school and those prescribed to the students) available in the nurse's office and in other clearly designated locations as specified in the Individual Health Care Plan. At the secondary level, students are allowed and encouraged to carry their Epi-pens on their person as allowed by the district's Administration of Medication Policy.
11. Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
12. Consult with facilities personnel to develop protocol for cleaning classrooms, cafeteria, and other areas of the building to insure that the threat of allergens is minimized.

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RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

To the extent possible, the principal of each school shall be responsible for the following:

- School nurse will familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on a need-to-know basis.
- In conjunction with nurses, provide in-service training and education for staff regarding life-threatening allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Send letters to all parents of children assigned to a classroom where one of the students has been identified as having a Life-Threatening Food Allergy (K-5)

- The protocol that explains Life-Threatening Food Allergy and the application of the protocol at the school, concerning Life-Threatening Food Allergy will be discussed at kindergarten orientation.
- Post the school's emergency protocol on Life-Threatening Food Allergies in appropriate locations.
- Notify staff the locations of Epi-pens in the school.
- A contingency plan will be in place and understood by all staff and students in the event the nurse is not in the office or in the building. Staff will call 911 in all instances of any allergic reaction.

RESPONSIBILITIES OF SCHOOL HEALTH PROFESSIONALS

The school nurse is the primary coordinator of each student's plan.

Each school nurse will have the following responsibilities:

- Meet with each parent/guardian of a student with a Life-Threatening Allergy and develop an Individual Health Care Plan for the student.
- Maintain updated Individual Health Care Plans in the nurse's office and in the student's homeroom at each school and in the nurse's office at the middle and high schools.
- Nurse will assist the principal in providing information about students with Life-Threatening Allergies to staff.
- In conjunction with the principal, provide in-service training and education for staff regarding Life-Threatening Allergies, symptoms, risk reduction procedures and emergency procedures including demonstration on how to use the Epi-pen.
- Familiarize teachers with the Individual Health Care Plan of their students and any other staff member who has contact with student on need-to-know bases.
- The school nurse will be responsible for following Department of Public Health regulations governing the administration of prescription medications. Nurses are also responsible for following the regulations that permit registration of non-licensed personnel to be trained and to administer Epi-pens.
- Discuss with parents the appropriate locations for storing the Epi-pen and the possibility of receiving more than one Epi-pen as necessary.
- Inform the school principal and parent/guardian if any student experiences an allergic reaction that has not been previously diagnosed.

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- Emergency protocol will be in place in the event the nurse is not in the building.10. Provide Individual Health Care Plan to the pediatrician and consult as necessary with consent of the parent or guardian.
- Be available to review Individual Health Care Plans if needed.

RESPONSIBILITIES OF TEACHERS

Each teacher shall have the following responsibilities:

- Receive and review the Individual Health Care Plan, in collaboration with the nurse and parent(s) of any student(s) in your classroom with life-threatening allergies.
- Leave information in an organized, prominent and accessible format for substitute teacher.
- Participate in in-service training for students with life-threatening allergies
- The teacher will implement the Individual Health Care Plan as necessary in the classroom.
- Participate in the planning of a student's re-entry into school after an anaphylactic reaction.
- Advise parents of any school related activity that requires the use of food in advance
of the project or activity
- Limit use of food for instructional lessons.
- Teacher will collaborate with administration and nurse to send out letters to all parents/guardians of students in a class with an individual with a Life Threatening Food Allergy.

9. Whenever reasonable, the teacher will reinforce appropriate hygiene techniques/hand washing before and after eating.

RESPONSIBILITIES OF FOOD SERVICE PERSONNEL

The food service department shall have the following responsibilities:

- Supply cleaning materials for washing and sanitizing tables as per district protocol.
- Provide in-service to food service employees regarding safe food handling practices to avoid cross contamination with potential food allergens.
- Food service employees will wear non-latex gloves.

RESPONSIBILITIES OF FRANKLIN SCHOOLS TRANSPORTATION

All school bus drivers shall be informed that he/she is transporting a child with a Life-Threatening Allergy.

The school bus drivers shall have the following responsibilities:

- Provide functioning emergency communication devices (e.g., cell phones, two-way radios, etc.) on each bus.
- Maintain and reinforce policy of no food eating on the bus.

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RESPONSIBILITIES OF PERSONS IN CHARGE ON CONDUCTING AFTER-SCHOOL ACTIVITIES

Person in charge of extracurricular programs shall have the following responsibilities:

- The Individual Health Care Plan will be available for parents to copy to give to others who assume responsibility for their child. Examples of this may include:
 - Before or after school activity instructors
 - Coaches
 - Solutions Personnel
 - Extracurricular activity advisors

RESPONSIBILITIES DURING RECESS AND PHYSICAL EDUCATION CLASSES

During recess and physical education classes (where a child has a Life Threatening Allergy), the school shall have the following responsibilities:

- Children will be under the supervision of at least one adult.
- An Epi-pen will be taken outside if specified in the child's Individual Health Care Plan.
- Develop building-based procedure whereby emergency communication device (walkie-talkie, cell phone)
is accessible and functional.

RESPONSIBILITIES FOR FIELD TRIPS

The school shall have the following responsibilities when Life Threatening Food Allergy students go on field trips:

- Field trips need to take into consideration the risk for food allergen exposure, and parents must evaluate potential risks when determining whether their child should attend a field trip.
- Lunches should be held in a safe place, so that children cannot access them until the appropriate time. Lunches of children with food allergies should be stored separately to minimize cross contamination.
- Based upon the student's IHCP, a nurse or an Epi-Pen delegated staff may accompany the class on a field trip and maintain an Epi-Pen and a copy of the student's IHCP.

RESPONSIBILITIES OF PARENTS OF STUDENTS WITH LIFE-THREATENING FOOD ALLERGIES

Each parent of a student with a Life Threatening Allergy shall have the following responsibilities:

- Inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after diagnosis).
- Parent(s) must arrange to meet with the school nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents must arrange for school health professionals to be able to communicate with student's physician.
- May choose to provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
- Provide the school nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
- Complete and submit all required medication forms

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- Notify nurse of upcoming field trip as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
- Encourage your child to wash hands before and after handling food.
- Teach your child to
 - Recognize the first symptoms of a food allergic/anaphylactic reaction.
 - Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - Communicate clearly as soon as he/she feels a reaction is starting.
 - Carry his/her own epinephrine auto-injector when appropriate.
 - Not share snacks, lunches, or drinks.
 - Understand the importance of hand washing before and after eating.
 - Report teasing an/or bullying that may relate to the child's disability.
 - Take as much responsibility as possible for his/her own safety.
- As children get older, teach them to:

- Communicate the seriousness of the allergy.
- Communicate symptoms as they appear.
- Read labels.
- Administer own epinephrine auto-injector and be able to train others in its use.
- Inform the school of any changes in the child’s Life Threatening Food Allergy status.
- Provide the school with the licensed provider’s statement if the student no longer has food allergies.
- Go on field trips and out-of-school activities with your child, whenever possible.
- Provide bag of snacks for your child’s classroom along with safe foods for special occasions.

15. Sign a release for school personnel to consult with family physician/allergist and all medical providers.

RESPONSIBILITIES OF STUDENTS

Each student with a Life Threatening Food Allergy shall be responsible for the following:

- Take responsibility for avoiding food allergens.
- Do not trade or share food.
- Wash hands before and after eating.
- Learn to recognize symptoms of an allergic food reaction.
- Promptly inform an adult as soon as accidental exposure occurs or symptoms appear.
- Take more responsibility for your food allergies as you get older.
- Develop a relationship with the school nurse and/or another trusted adult in the school to assist in identifying issues related to the management of the food allergy in the school.

Reviewed, revised 9/27/12

Reviewed, revised 7/15/15

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15

File: JLF

MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY

It is the policy of the Franklin Public Schools to provide for the safety and well-being of students and to comply with the requirements of Massachusetts General Laws Chapter 119, § 51A. Pursuant to this law, any public or private school teacher, educational administrator, guidance or family counselor, nurse social worker, or member of certain other professions who in his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child’s health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated

reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility

Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00)**. The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**

Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records: Questions,
Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

Reviewed; revised 8/7/12

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that “the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth,” and under M.G.L. c. 71 s.34F which directs that “ the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times.” 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statutes.

Application of Rights

603 CMR 23.00 is promulgated to insure parents’ and students’ rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

- (1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student’s parent.
- (2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.
- (3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student’s age.

- (4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

- (1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

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- (2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.
- (3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

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Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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:

- Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;

- 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
- School nurses who inspect the student health record.

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 the 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 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.

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

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered to supervised visitation, or
 - The parent's access to the student or to the custodial parent 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

- A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and
- An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody
- The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).
- Upon receipt of the request (initial and annual) 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 is will provide the non-custodial parent with the 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).
- The school must delete the address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.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.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

- The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

- The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy
LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions,
Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Publics Right to Know
Reviewed; no revisions 8/7/12

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File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children (“non-custodial parents”).

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

- A non-custodial parent is eligible to obtain access to the student record unless:
 - The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
 - The parent has been denied visitation or has been ordered supervised visitation, or
 - The parent’s access to the student or to the custodial parent 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
- 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 604 CMR 23.00.
- In order to obtain access, the non-custodial parent must submit a written request for the student record to the school principal
- 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 is not eligible to obtain access as set forth in 603 CMR 23.07.

- The school must delete the electronic and postal address and telephone number of the student and custodial parent from the 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.
- Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §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.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07

Adopted: September 26, 2006

Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;

- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act (“No Child Left Behind Act”, P.L. 107-110, Dec. 2001)
Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09
Reviewed; no revisions 8/7/12
Reviewed; revised; adopted by School Committee 8/11/15

File: JU

ELECTRONIC COMMUNICATIONS BETWEEN STUDENTS AND STAFF/TEACHERS/ COACHES

It is the policy of the Franklin Public School District to maintain appropriate electronic communications between students and staff/teachers/coaches. The district recognizes that there are efficient and appropriate means of communications available to staff/teachers/coaches who need to contact students. Staff/teachers/coaches shall utilize only school-sanctioned modes of communication. When utilizing school-sanctioned modes of communication, students and staff/teachers/coaches are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct, just as they are in a classroom or other areas of the school

Reviewed; Revised; Adopted: 9/22/10
Reviewed; no revisions 8/7/12

File: KI

VISITORS TO THE SCHOOLS

All building visitors must report to the school office. A visitor is a person not employed by the school district or not enrolled in the school which he/she is visiting. Authorized visitors will be issued a visitor's pass by the Principal or a designated representative at the school office.

For security purposes it is required that all visitors report to the Principal's office upon entering and leaving the building and sign a visitors log showing arrival and departure times. Teachers are encouraged to ask visitors if they have registered in the Principal's office. Visitors shall be admitted at the sole discretion of the school administration.

Any person on school property who is not registered with the school office and/or is illegally on school property and who refuses to leave when requested by an authorized official of the school district may be ejected from the premises. A school official shall, if the need arises, seek the assistance of any law enforcement agency.

Classroom observations occur by appointment only.

Any student who wishes to have a visitor in school MUST ask permission of the Principal 24 HOURS in advance of the proposed visit. If permission is granted, the visitor is expected to follow the standards of behavior expected of all students. Upon arrival the visitor must register in the office. Any visitor who fails to comply with student regulations will be asked to leave the school building and grounds immediately.

Reviewed, no revisions 3/26/2013
Reviewed, revised: 11/21/2013

NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

Administration Procedures/Response Team Procedures

Purpose:

Each school in the Franklin Public Schools will maintain a Response Team that will respond to any student who is in imminent physical threat to self or others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*TM. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

- School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.
- Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.
- Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.

- If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.
- If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.
- If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.
- If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.
- The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.
- In appropriate circumstances, law enforcement or mobile crisis may be contacted.
- The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.
- Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.
- Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.
- Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

- All written procedures must be reviewed annually and must be provided to school staff and parents.
- The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:
 - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
 - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
 - Demonstration of Safety Care Competencies™
- Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.
- The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.
- The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.
- If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle

- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee...from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."

The Franklin Public School System does not discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability in admission to, access to, employment in, or treatment in its programs and activities.

The Franklin Public School System is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, sex, gender identity, sexual orientation, or disability. Harassment by administrators certified and support personnel, students, vendors, and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. The Franklin Public School System requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students and all members of the school community.