

**Franklin School Committee
Minutes
January 12, 2016
Municipal Building – Council Chambers**

Meetings are recorded by Franklin TV and shown on Comcast Channel 11 and
Verizon Channel 29

This meeting's audio was recorded by Steve Sherlock for Franklin Matters

Call to order: 7:00 p.m.

Dr. O'Malley

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

Pledge of Allegiance: Bridget Dolan – Fifth grade student from Jefferson Elementary School

Dr. O'Malley noted that it was a delight to have Bridget lead the Pledge of Allegiance and we loved having her here.

Attendance: Mrs. Bilello, Mrs. Scofield, Dr. Bergen (not present), Mrs. Douglas, Dr. O'Malley, Mrs. Schultz, Dr. Jewell, were present. Also present were Maureen Sabolinski, Superintendent of Schools, Sally Winslow, Assistant Superintendent, Miriam Goodman, School Business Administrator and Joyce Edwards, Assistant Superintendent of Teaching & Learning, Ms. Linda Ashley, Mr. Peter Light, Mr. Joshua MacCreery (Intern), Ms. Kristen Cerce.

Moment of Silence:

A moment of silence was observed.

1. Routine Business

- Citizens Comments: None

- Review of Agenda: None

- Minutes: I recommend approval of the minutes from the December 8, 2015 meeting.
Motion: Mrs. Douglas Second: Dr. Jewell
Approve: 6 Oppose: 0
- Payment of Bills – Dr. O'Malley reviewed the bills and found them to be in order,.
- Payroll - Mrs. Douglas reviewed the payroll, found it to be in order and recommended acceptance.

- Correspondence: Budget to Actual – None

FHS Student Representative: Julie Harrington advised the Committee that they had a meeting with the student government meeting with the executive board. Tomorrow morning there will be a meeting with administration to discuss student issues such as lanyards and the lanyards policy, food policy and pencil sharpeners in the classroom, it is a big problem, there are no sharpeners. The board will be attending a meeting with the faculty board to discuss the new food policy along with the student government, where there can be drinks in the classroom besides water, it is mostly coffee in a sealed travel mug.

2. Guests/Presentations:

a. Jefferson Elementary School Update

Ms. Linda Ashley gave a brief update on the initiatives at Jefferson. **See Power Point attached.**

Ms. Ashley informed the Committee that Jefferson Elementary School has started a new initiative by having All School meetings once a month. All School Meeting are part of our Responsive Classroom initiative. About 90% of the teachers at Jefferson Elementary are trained in Responsive Classroom. We try to have the All School meeting run by the students. Our first meeting in September was to learn about how service dogs help people and how to manage a service dog, (there is a little boy at Jefferson who has a service dog) in a school environment and the dog is working and all the wonderful things a service dog can do for people with disabilities. We had a person come and speak to the children who has a service dog herself. In October we thought instead of just showing them the rules, we would show them a video of expected bus behaviors. Fifth graders created a video, we asked one of our bus drivers to stay a little bit in the morning and they went out and did a video where they were modeling all the right things. In December, the students wrote some poetry and read it to the students.

Ms. Ashley informed the Committee about the Math Workshop model. The teachers set the tone for students that math is okay, sometimes it is a struggle and it is okay, that's how you learn and we will worth through it together. The Math Workshop classrooms are very active, engaging, busy, and talkative. We like to stress that it is really important that parents create a positive attitude towards math at home.

Ms. Klim gave an update about the new outdoor learning space. This was suggested by a Jefferson parent, Mrs. Kenzie Blackwell in 2014. Classes can do some presentations and we have created an online sign up for teachers. We are looking forward to using it in the Spring.

Ms. Klim informed the Committee of Zones of Regulation, We have been training staff across the district. This helps kids to monitor how they are feeling. Recognizing that all feelings are okay but how do we get the students back to the green zone and ready to learn. It has been introduced to all staff, teachers are looking forward to it. Our goal this year is to have everyone use common language.

Dr. Malley, very nice presentation. Dr. O'Malley loves the idea of all school meetings. The zone thing is very ambitious, wish you the best of luck with that, would like to hear more about it. Well Done! Thank you.

b. FHS Substance Abuse Task Force

Ms. Sabolinski introduced Principal, Mr. Peter Light, Ms. Kristen Cerce, Health & Physical Education Director and Mr. Joshua MacCreery, Guidance Counselor to present on the FHS Substance Abuse Task Force.

Mr Light gave a brief presentation about substance abuse education. **See powerpoint attached.**

The main topics and focus are to Educate, Prevent and Support.

Mr. Light advised that the S.A.F.E Coalition in Franklin was really formed with regard to the opioid abuse which is affecting students in mid to late 20's, however, Mr. Light indicated that High Schoolers turn to a different substance abuse but we are still supporting to the same end.

Ms. Cerce gave an update of the 2014 data from the Metrowest Adolescent Health Service. This is the most current data and we will participate again in the fall of 2016.

Ms. Cerce updated the Committee about the Health Education Curriculum in K-12. **See Powerpoint attached.**

Mr. MacCreery updated the Committee on the Co-Curriculum Student Activities. Mr. MacCreery spoke to lots of programs at the High School and the different types of clubs that are offered to keep the students engaged and busy. One activity that was held was a Tailgating before a Basketball game, it had positive feedback. He noted that the Panthers Club has a

Random Acts of Kindness, that it is fairly new so it is just getting going. There is a Community Service Club, it is self explanatory but there are some great things that the students are involved in with the community.

Mr. MacCreery informed the committee that the High School also works on the Social Emotional Learning. There is a Guidance program k-12, also working on zones of regulation and how to manage emotions.

We have student support teams, i.e. the administration teams up with the counselors, the nurse teams up with teachers and try in a proactive way to put strategies in place for at risk students before it goes the wrong way.

There is concern among the faculty, therefore, we have created some Substance Abuse Sub-Committees that focus on Student Education (Joshua MacCreery), Faculty Education (Kristin Brandt), Community education (Mike Mastro).

Ms. Cerce indicated that the HS partners with S.A.F.E coalition, that Chris Herron will be coming to High School February 29th, all are invited. We hope to all work together to put as many supports in place as we can.

Ms. Billelo, great to hear all wonderful things. What about involving the middle school levels? Has there been discussion with partnering with the middle school departments?

Ms. Cerce noted that the 7 & 8 th graders also participate in survey. Even elementary school are included if needed.

Ms. Billelo indicated that she was thinking more of sub committees and more involvement with the faculty at the lower levels.

Ms. Cerce indicated that all faculty are invited to be a part of communication between the levels.

Mr. Light, advised the Committee that the HS offered an optional faculty meeting just to take positive steps as a school and we had 80 teachers show up on their own time. It is important to realize when you start an initiative like this, we have to find a way to sustain the initiative over time. We have Police Officers (Chris Baker and Eric Copeland) that are coming into the classrooms and spending time with kids. On the faculty side, we had been working with Officer Maclean who is going to attend a faculty meeting and will be doing a base level drug level recognition training. Franklin Police will also be hosting Police drug training in March that will

be held at the HS and they are allowing some faculty to attend some of the training. We will be able to open it up to the other levels. As you can see, this has a District wide impact.

Ms. Shultz, with regard prescription drugs without prescription? Seems like a high number. Is that a typical number?

Ms. Cerce noted it is lifetime use.

Mr. Light shared a brief story of what is happening at high school parties now. What we hear is that there is a party in the community, where there is alcohol and marijuana, there is what is called a Party bowl, which is where kids bring pills from home.

Discussion ensued regarding teaching students safe, positive ways to managing feelings.

Dr. Jewell, parental guidance that we offer these kids is often not good, if you have an ache or a pain, take a pill for it. Dr. Jewell like the idea of the 4 colors, when you are in this color, what do you feel like doing. Guidance that you are told is sometimes not good. There are certain consequences of the drugs. Listen to the side effects, those are the consequences and some of the consequences are not recoverable. Very happy to see what you can do when you are in these emotions, when you are in that emotional state.

Dr. O'Malley, thank you. Impressive strategies in the school district and commend you for that. Hope this continues to be a priority issue for us going forward. Personally impressed in this community. Thank you.

c. FHS Program Studies Update

Mr. Light gave an update on the program of studies at the High School. We began in October to work on the Program of Studies. This is a development of new courses, new pathways for students. We publish the Program of Studies in January and is provided to students and families during the month of January to look at. Guidance counselors will suggest to students and families courses for their student for the next year. During the month of February into March, guidance counselors meet with students to work on course selections. During April and May we build the schedules, during the month of June there are still changes being made to schedules. Overall, Mr. Light notes he is proud at the number of courses High School Offers.

Mr. Light informed the Committee of four (4) new offerings. Exploring Computer Science (2 courses), advanced placement computer science principles class, advanced placement physics

level 1 class, (one advantage is that it is non calculus based class), overview of environmental science in the College prep/Honors.

Dr. O'Malley asked how many AP courses does the HS have now?

Mr. Light informed the Committee that he believes it was 19 or 21. Fantastic offering of AP classes. (Now we have 52 to 54% of senior class takes an AP class).

Ms. Sabolinski noted that Guidance has been meeting with 8th graders through the month of November and December to introduce the process and demystify the transition to the High School to the middle school students. The Middle Schools Principals have given positive feedback.

Mr. Light has informed the Committee that Ms. McVay has relayed that there are very low private school numbers this year.

Dr. Jewell - expanding on the principles that are already there. Suggest to stick with fundamentals. Better you are in the introductory courses, the advanced will come in. The more we repeat something, the more we learn it.

d. FHS Proposal for New Sports Teams

Dr. O'Malley introduces Brad Sidwell, Athletic Director and Mr. Light to request a series of new athletic programs for approval. Mr. Light and Mr. Sidwell advised the Committee that they have been meeting with students and high school booster groups, youth organization and students to expand programs to continue to progress. The process was started with a survey. These new sports teams are budget neutral and most sports are self-funding and some are grant funded.

The first new sport requested by Mr. Sidwell is the Unified Track Program. The way it works is that an athlete with some special needs is paired up with another student from the track team and a separate coach. This is funded by a Best Buddies grant and also received another grant from Special Olympics. It will hopefully get going in the Spring.

Mr. Light advised that it is an extension to the Best Buddies program. It is a great way to broaden opportunity to kids with special needs.

The second team Mr. Sidwell has requested is an additional level of lacrosse at the freshman level. Mr. Sidwell proposes a limited schedule at this time. This will be available to both boys and girls.

Ms. Sabolinski notes that it seems that if Franklin takes the step to fund freshman lacrosse we think other hockomock teams will follow, that is what happened with women's hockey.

Mr. Sidwell has requested a Gymnastics team. We are the only school in the hockomock league that does not have a Gymnastics team. There is enough of an interested group to start up again. Mr. Sidwell advised that this would be offered off site and it is very feasible to do.

Ms. Bilello asked a quick question on cost, on the first page expected participants it indicates says 25 but it says 15?

Mr. Sidwell advised that it should be 15, we need 15 to participate.

Ms. Scofield lacrosse has a fee of \$200, is that the standard?

Mr. Sidwell confirmed that the District has 3 tiers of fees ...\$175.00 for track, \$200 for most, and \$400 for hockey.

What is the Actual cost? \$40?

Mr. Sidwell \$40.00 is actually the cost to the district because it is not a full season.

Dr. Jewell asked if there was a freshman team for soccer?

Mr. Sidwell advised that there is already a freshman team for Soccer.

Ms. Sweeney from Franklin (parent from the audience) asked with regard to the freshman lacrosse, I was wondering if you have explored the option of creating a second JV team to create more competition for towns that have JV?

Mr. Sidwell advised that we did explore the option. Our JV and Varsity match up. Mr. Sidwell noted that the schools that do offer freshman lacrosse team have a high level of competition.

Ms. Sweeney, it would offer a higher level of play.

Mr. Light advised that the schools that have freshman teams, have a higher level of competition. We think this is a good start and a good way to test the program.

David Mello, a parent of freshman and on the board of the town for the town lacrosse program indicated that he has worked with Brad with regard to the lacrosse programs and indicates that there 325 to 375 boys program. That the volume is there, interest is there for an additional lacrosse team.

e. Update on Hiring of Football Coach

Due to the needs of the athletic program, coach Sid has decided not to continue coaching.

Ms. Sabolinski advised that there were 25 individuals who have applied. It is an inclusive process that was put together. There will be an initial screening committee where 9 applicants will be interviewed. The Screening Committee includes coaches, Gridiron representative, parent alumni representative, pop warner representative (varsity college coach at Dean College) and Administrators. These interviews will take place Wednesday and Thursday this week. The Screening Committee will select finalists to second round. We are looking for a Coach who can win games certainly, an educator who will be a role model for students, foster athletic group, acquire new skills, focus on their academics, social emotional development, we would like the football team to be active and engage and be visible in the community. We want to assure that there is a fair and equitable process. The ultimate decision will be made by the administrative team, Mr. Sidwell, Mr. Light and incoming Principal Peri. It is not a decision that comes to the Superintendent or the School Committee. Ms. Sabolinski noted that it is a stipended position which falls in line with FEA contract.

Dr. O'Malley noted that it is an inclusive interview process.

Ms. Sabolinski would like to publicly thank the committee and we are appreciative of the time that they are committing.

3. Discussion Only Items

- **2016-2017 School Calendar - 2 draft options**

Ms. Sabolinski advised that there were two draft school calendars to be presented to the Committee. These will not be voted on tonight.

Option 1 - involves starting teaching staff on 8/31/15 and 1st of sept a PDD. The Staff long weekend, students to start after labor day, September 6, 2016. Kindergarteners would start on the September 7th. The last day of school (Day 180) would be June 21st.

Ms. Sabolinski noted that there were four (4) additional half days for the high school only. Ms. Sabolinski reminded the Committee that the High School will be undergoing Accreditation in 2017. There is a lot of work to prepare for NEASC visit. It involves a lot of collaboration within the faculty, to vote on standards and standards reports. Ms. Sabolinski advised that it is a necessity to complete accreditation process in a way that it will benefit the community.

Option 2 - Orientation for faculty, August 29, 2015, students would start the August 30th and Kindergarteners would start on the 31st, students would have a long weekend. The last day of school would be June 16th.

Ms. Sabolinski and Dr. O'Malley shared that we are not voting tonight. Ms. Sabolinski advised that parents in community can email if there are any suggestions, comments.

Ms. Douglas inquired as to whether or not the administration and the school Committee would consider to continue to have December 23rd as a half day. We have done it last 2 years and the teachers really like it.

Ms. Sabolinski noted that it can be added if it is the will of the committee.

Ms. Shultz asked if this will be posted.

Ms. Sabolinski will send a connect ed message regarding the calendar and it will be on the website.

Ms. Sabolinski noted that the Committee will vote on calendar on the January 26th.

Discussion followed regarding the school calendar with regard to school vacations, etc.

- **Bi-County Collaborative Update**

Ms. Sabolinski noted that the Superintendent is part of the board for both of each of these Collaboratives. One regulation is that the Superintendent report to school committee and report their quarterly report has been posted publicly on the web site which is housed right next door.

Accept Collaborative is in Natick and their annual report and financials have been posted on the web site.

- **ACCEPT Collaborative Update - annual report and financials**

Ms. Sabolinski indicated that the Collaboratives must present to the school committee and post on website. Ms. Sabolinski noted that both Collaboratives do amazing work for students, helps keep costs down for special education students. Accept Collaborative is at HS and BICO at ASMS. Ms. Sabolinski noted that it helps to educate our students with special needs locally.

4.. Action Items:

I recommend acceptance of four checks totaling \$3,350.00 for FHS as detailed:

1. Raytheon \$1,000.00
2. Franklin Music boosters \$1,800.00
3. Maura Schaeffer \$250.00 (scholarship)
4. Anonymous \$300.00 (Unified track at the HS)

Motion - Douglas
Approve: 6

Second: Scofield
Oppose: 0

b. I recommend acceptance of three checks totaling \$12,496.00 from Franklin Music Parents from the Middle and High Schools.

Motion: Douglas
Approve: 6

Second: Scofield
Oppose: 0

c. I recommend acceptance of a check for \$50.00 from Lueder's for Davis Thayer Elementary School.

Motion: Douglas
Approve: 6

Second: Scofield
Oppose: 0

d. I recommend approval of the addition of Girls/Boys Freshman Lacrosse.

Motion: Douglas

Second: Scofield

Approve: 6

Oppose: 0

e. I recommend approval of the addition of Gymnastics as outlined by FHS Principal.

Motion: Douglas

Second: Scofield

Approve: 6

Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Ms. Sabolinski advised that she and Ms. Edwards attended the Poetry Out Loud at the High School. It was Amazing! There were 15 finalists who recited poems from memory in front of 1500 students. It was tremendous. Some were freshmen through seniors. It is remarkable how talented. She would like to give a shout out to those students for being so courageous and heroic, reciting and acting in front of their peers. Thank you to HS English department who organized this. She advised that winner will go to Framingham to compete at state level.

Ms. Sabolinski advised the Committee that Horace Mann Middle School is having an All In Read, The Finest Hours. Ms. Sabolinski invited the School Committee if case they might like to participate. Tweets went out from Horace Mann and the Authors will come and do a talk for the Middle School Students.

Ms. Sabolinski advised the Committee that Ms. Cotillo will assume the role as Interim Asst Principal at Horace Mann Middle School. Mr. Parnell, former Assistant Principal, will be helping out as Ms. Cotillo will continue to teach some classes.

Ms. Sabolinski updated the Committee that we had the Appeal on MCAS at the HS, they had counted the students who passed the test but didn't show up on the second day of testing, we won the appeal, and the HS has been elevated to Level 1 status.

Ms. Sabolinski advised the Committee that Ms. Dixson, Special Education Director and Ms. Kelley, ECDC Principal, will be holding an Introduction for kindergarten - Leaping into K on January 29th. They will be reaching out to families who have incoming kindergarteners. There will be more information coming.

Ms. Sabolinski advised the Committee of a couple of retirements, Ms. Nancy Schoen announced retirement after 36 years and J.F. Kennedy Principal, Ms. Joan Toye announced her retirement

today after a 36 year career, she has been here since 1996. Ms. Sabolinski advised that Ms. Edwards will be heading up search for Director of Music with Principal Light.

Ms. Sally Winslow will be running the search for Elementary Principal, we will be looking for school committee member to be part of the Principal search. We will keep you posted as to timelines.

- School Committee - Sub-Committee Reports

Dr. O'Malley indicated that we are off and running with sub committees. The Budget which Dr. O'Malley chairs, we met today with the Town. Dr. O'Malley advised that the School Committee Budget sub-committee will meet on January 20th will begin at 4:30 munchies and on February 2nd for the budget workshop.

- School Committee - Liaison Reports

Ms. Douglas informed the Committee Transportation sub committee meeting this coming Friday at 7:30 p.m.

Ms. Scofield, the Budget Sub Committee on the 2nd of February, what time is that?

Ms. Sabolinski advised that it is at 4:30 with Principals in Training Room. The Principals will be talking about the needs at each level.

Ms. Scofield, Policy sub committee has not met yet. We may need to change it. It is on track, we plan to meet on the 21st at 7:00 p.m.

Ms. Sabolinski has noted that the FEA negotiations have been full on.

Dr. O'Malley inquired as to the Community Relation sub committee? Dr. Jewell advised that they have not met yet.

Ms. Douglas advised that she attended the SWAC meeting, chaired by Sally, and it is a very passionate group. A lot of good things going on there. Thank you.

6. New Business: None

7. Adjourn: Ms. Douglas made a motion to adjourn. Seconded by Ms. Scofield

Approve: 6

Oppose: 0

9:05

Respectfully Submitted,

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Franklin School Committee

January 12, 2016

Final Minutes

Susan Childers

SCAgenda 1-12-16.pdf
Budget62Actual.pdf
Payroll Warrant #1612 summary.pdf
Payroll Warrant #1612.pdf
Payroll Warrant #1613 summary.pdf
Payroll Warrant #1613.pdf
FPS Summary & Sign Off.pdf
SCWarrant120315.pdf
SCWarrant121015.pdf
SCWarrant121715.pdf
SCWarrant122315.pdf
SCWarrant123115.pdf
December 8, 2015 SCMinutes-DRAFT.pdf
2016-17 Program of Studies
Jefferson School Committee Presentation 1-12-16
School Committee - Substance Abuse Education 2016
Sports Teams.pdf
2016-17-Calendar DRAFT1.pdf
2016-17 Calendar DRAFT2.pdf
ACCEPT Annual Report FY15 - 12_14_2015.pdf
BICO Quarterly Information for Superintendents.12.30.2015.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
EnrollmentCompare-Dec2014-Dec2015.pdf
Kindergarten Registration 2016-17 3.pdf
Sepac.pdf
PledgeStudent

Jefferson Elementary School Update

January 12, 2016



Linda Ashley, Principal
Sarah Klim, Assistant Principal

All School Meetings

All school meetings provide opportunities beyond the classroom for learning and achievement which are tied to our core values.

Students learn to translate classroom behavior expectations:

- ★ into audience behaviors,
- ★ to practice leadership and public speaking,
- ★ to grow a vision of themselves as contributing members of a larger community.

Jefferson All School Meeting Topics:

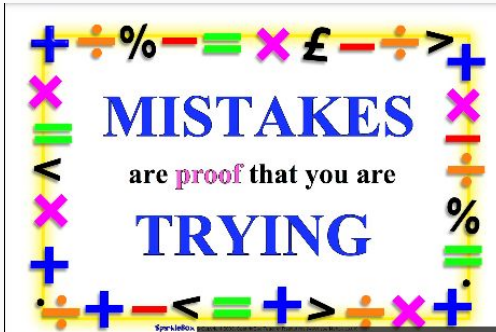
September: Service dog informational assembly

October: 5th graders created a video of expected bus riding behaviors

December: Students read their original poetry.

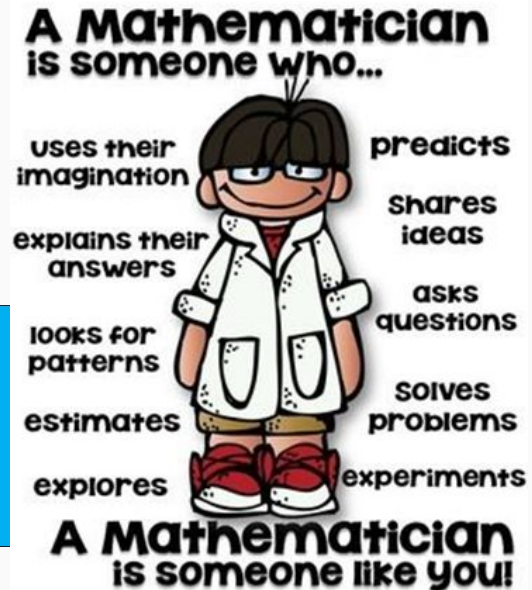


Setting math attitude expectations



Are you a mathematician?

Mathematicians get answers wrong
Mathematicians struggle to solve problems
Mathematicians never give up



Promoting positive math attitude

Common negative phrases spoken about math by adults:

- I was never good at math either.
- I don't like math.
- Math is too hard.
- Math is only for really smart people.

UnCommon negative phrases spoken about reading by adults:

- ❖ I was never good at reading either.
- ❖ I don't like to read.
- ❖ Reading is too hard.
- ❖ Reading is only for really smart people.

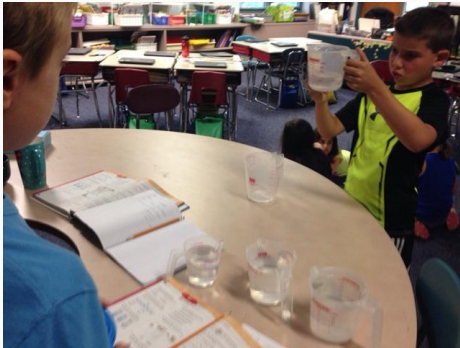
Math Workshop: Differentiating Instruction

Math workshop: An instructional model in which teachers create and facilitate learning experiences for individuals, partners, and small-groups.

Math learners cultivate deep conceptual understanding, fluency with numbers, and problem solving strategies.

Student engagement

Students are self-directed and engaged in working on activities individually and in groups. Teachers are able to spend time observing, questioning, and communicating with students.



Math lesson components

Math workshop can take a variety of forms, but the math class period is typically divided into three distinct components:

- Mini-lesson
- Activity/exploration
- Student reflection/ lesson summary

Red Group: Annie Nathan Sydney Elizabeth Owen Derek	Blue Group: Matthew Bode Ashley Tommy June	Orange Group: Kaeley Ryan Aidan Ellie Vansh	Green Group: Chandra Jack Julia Rachel William
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Station	Rotation 1	Rotation 2	Rotation 3	Rotation 4
Teacher Station (whiteboards)	Blue	Green	Orange	Red
Fact Practice/Skill Practice (yellow folder)	Red	Blue	Green	Orange
Independent Work (pencil/book/binder)	Orange	Red	Blue	Green
“Driving into Division” Game (whiteboard materials/pencil)	Green	Orange	Red	Blue

New Outdoor Learning Space!

- Suggested by a Jefferson parent, Mrs. Kenzie Blackwell, in 2014
- Coordinated with Carlos Rebelo and DPW to choose and prepare a space
- Funds provided by the Jefferson PCC in September 2015
- 6 benches ordered October 2015 and installed December 2015
- Available to all classes to use; online sign up for teachers

New Outdoor Learning Space!



Zones of Regulation

- “A curriculum designed to foster self-regulation and emotional control”
- Originally used by the school adjustment counselor, OT, and school psychologist in select classrooms or small groups, or with individual students
- Presentation to all teachers in December, with more follow-up to come
- Goal for this year is to establish common language amongst students and staff
- Ties in with the Responsive Classroom curriculum

The **ZONES** of Regulation[®]

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Zones of Regulation

- Students learn to identify what they are feeling and what zone they are in
- Strategies are identified to help students move from the blue, yellow, or red zone back to the green zone, which is ready to learn
 - Class wide strategies
 - Strategies for individual students
- Classrooms are beginning to have identified spots for students to go to when they need to take a break and get back into the green zone

SUBSTANCE ABUSE EDUCATION

Franklin Public Schools

January 12, 2016

FRANKLIN PUBLIC SCHOOLS

- ***FPS Mission***

- 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 problem solving skills within a safe, nurturing and respectful environment.

- ***Tonight's goals:***

- Understand the mission of the public school's with regard to substance abuse prevention and intervention
- Understand current issues students face regarding substance use and abuse
- Understand prevention and intervention strategies employed within the

OUR GOAL...

- **Educate**

- Broad mission to educate all students on all substances (MA Curriculum Frameworks, Learning Standards, Laws)

- **Prevent**

- Utilize research-based approaches proven to reduce the likelihood of students falling into a pattern of substance abuse

- **Support**

- Provide interventions and supports for students and families in need

METROWEST ADOLESCENT HEALTH SURVEY

2014 DATA

Figure 2-1B. Lifetime Substance Use by Grade, 2014
Franklin High School (Grades 9-12)
MetroWest Adolescent Health Survey

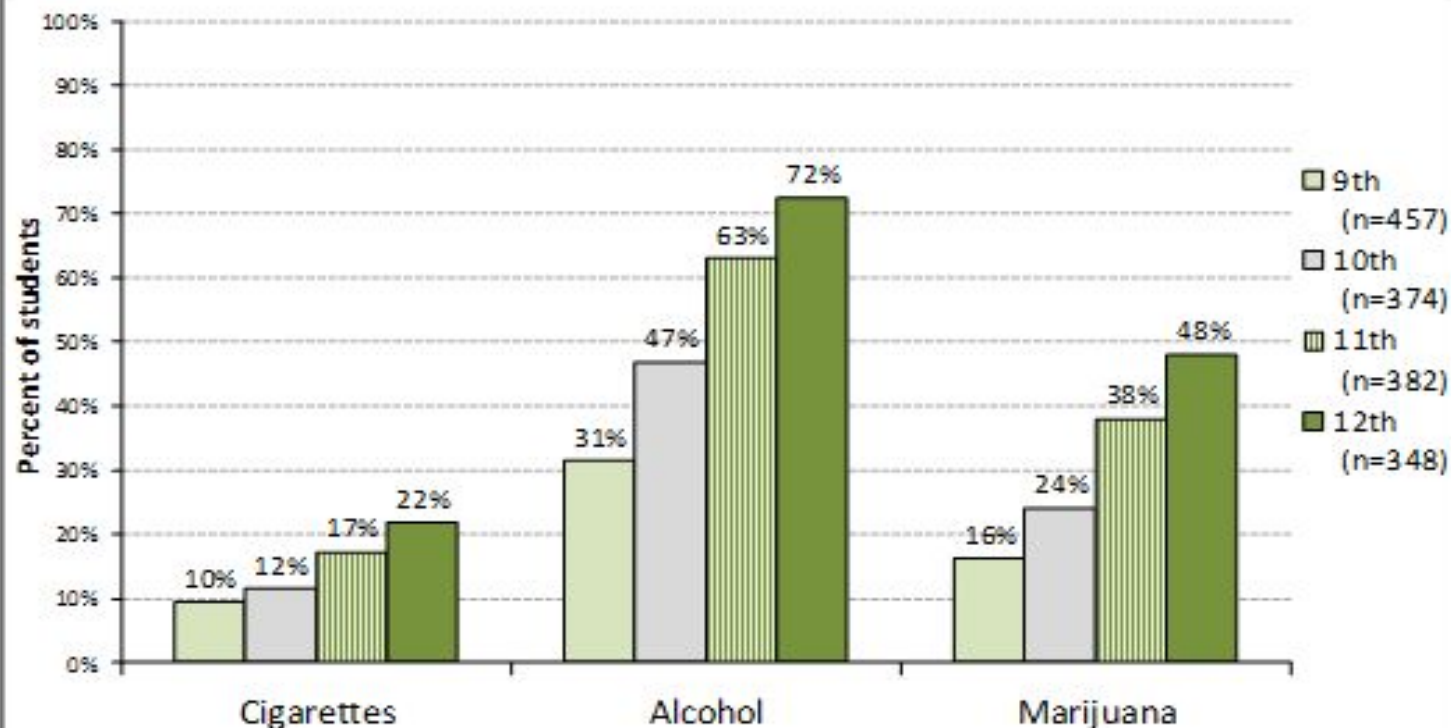
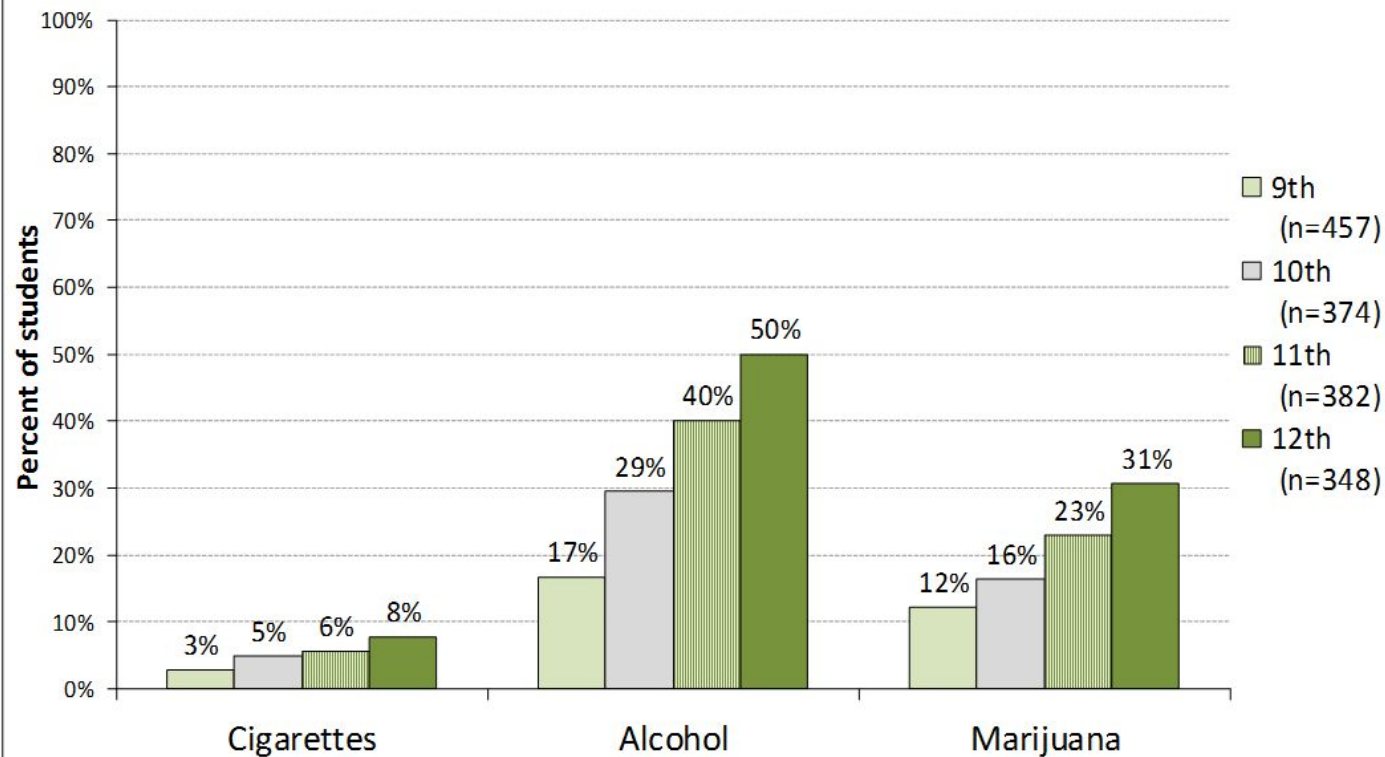


Figure 2-3B. Current Substance Use* by Grade, 2014
Franklin High School (Grades 9-12)
MetroWest Adolescent Health Survey

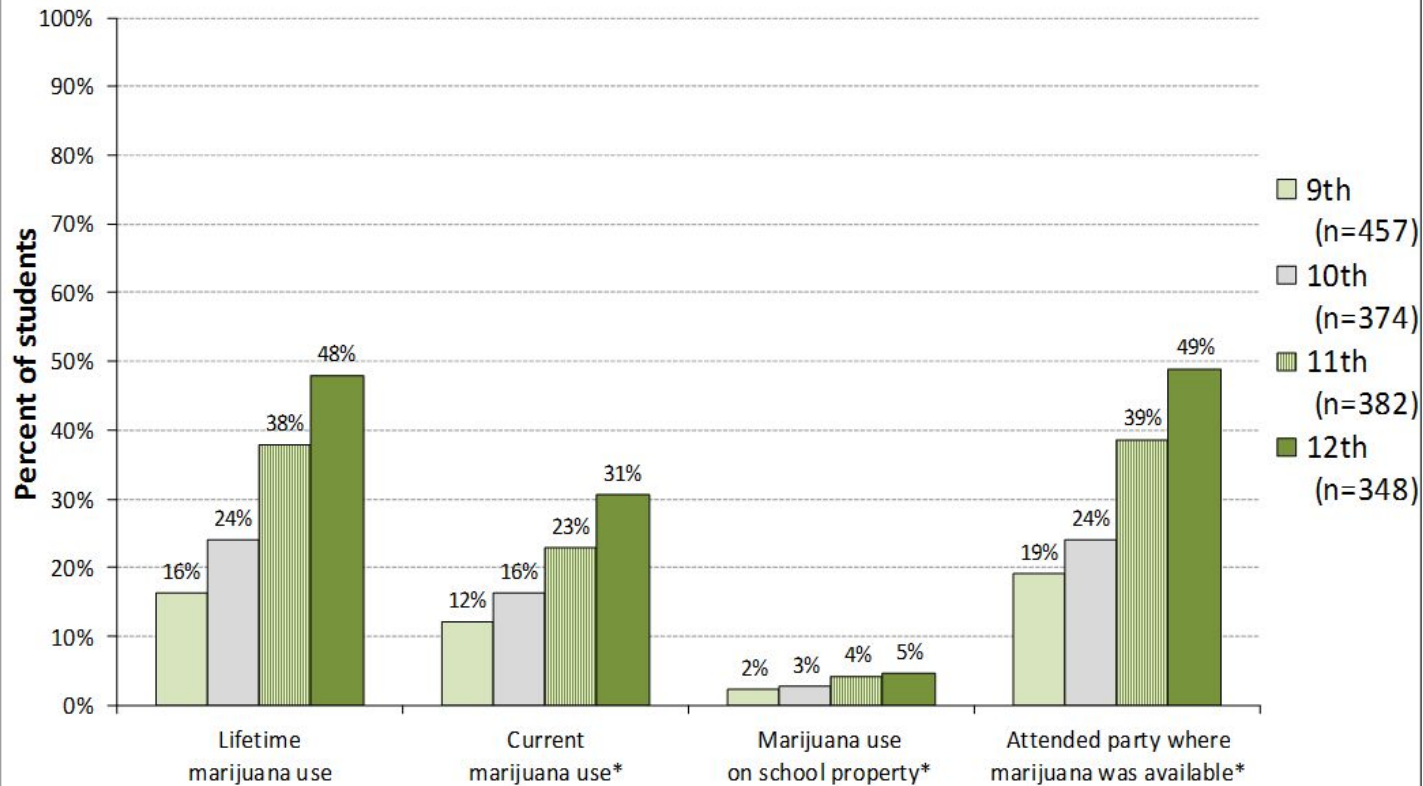


* Used one or more times in the past 30 days

Figure 2-8B. Marijuana Use by Grade, 2014

Franklin High School (Grades 9-12)

MetroWest Adolescent Health Survey



* In the past 30 days

Figure 9-1B. Substance Use on School Property by Grade, 2014
Franklin High School (Grades 9-12)
MetroWest Adolescent Health Survey

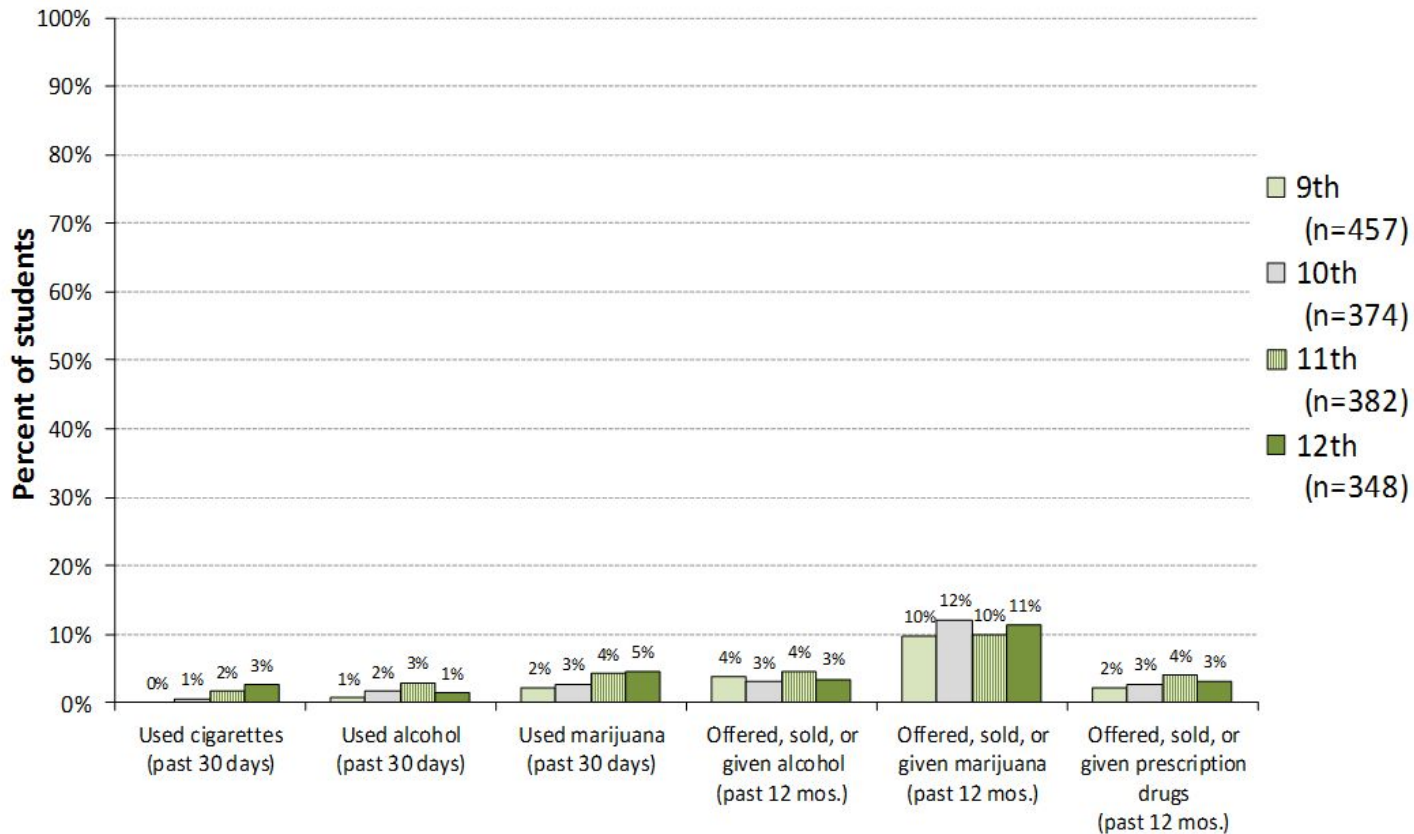
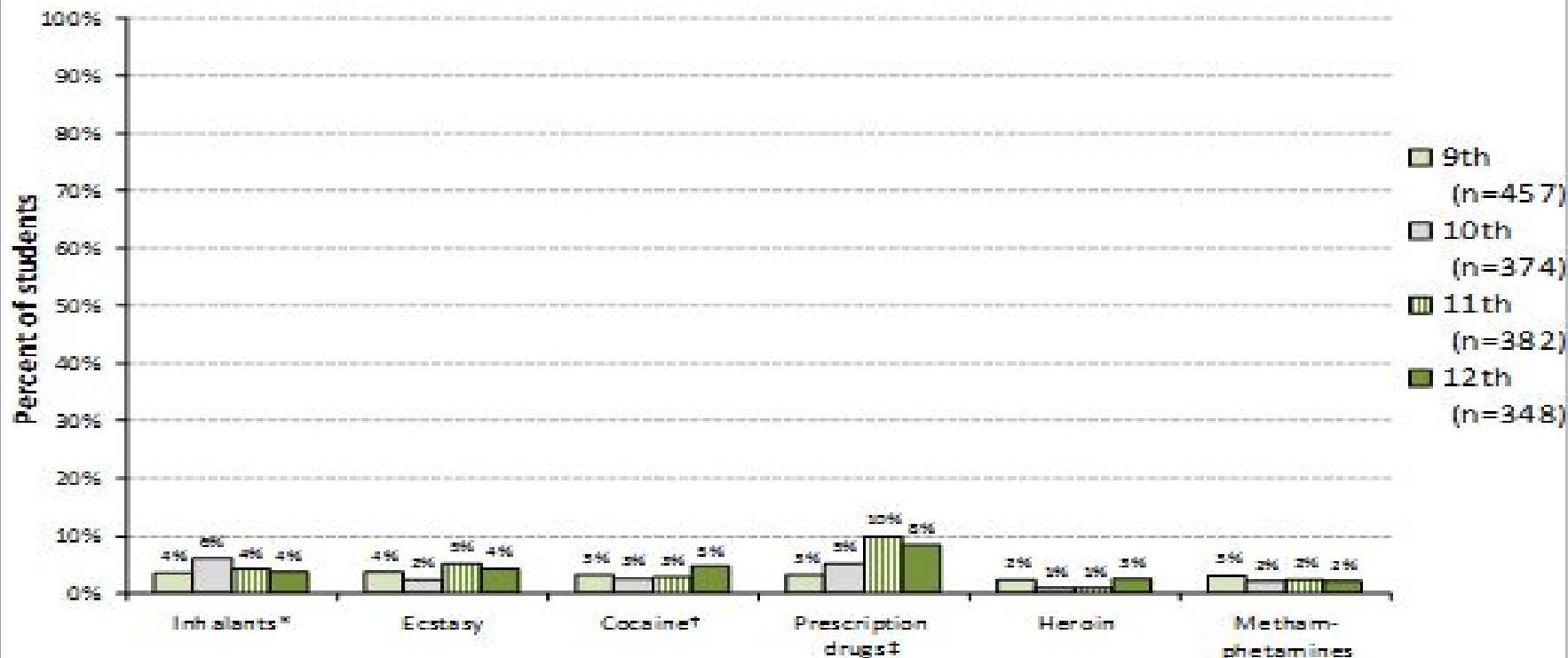


Figure 2-2B. Lifetime Other Substance Use by Grade, 2014
Franklin High School (Grades 9-12)
MetroWest Adolescent Health Survey



* Includes sniffing glue, breathing the contents of aerosol spray cans, or inhaling any pain reliever sprays to get high

† Includes using powder, crack or freebase

‡ Without a doctor's prescription

HEALTH EDUCATION CURRICULUM

ELEMENTARY SCHOOL

K-2 Curriculum

- Prescription vs. Over the Counter Drugs
- Medicine vs. Candy
- How to take medicine safely
- Only take medicine from trusted adult

3-5 Curriculum

- Alcohol, Marijuana, Tobacco, Prescription/Non-Prescription Drugs
- Effects of drugs on the body, dangers, refusal skills, making good choices
- DARE Program - Grade 5

MIDDLE SCHOOL

- Social Competency Curriculum - Second Step
- Lessons focus on factual information, the dangers and risks/effects of use/abuse, refusal skills, how using drugs can interfere with attaining goals
- Drug study in greater depth than elementary school
- Topics include:
 - Alcohol
 - Marijuana
 - Tobacco
 - Prescription/Non-Prescription Drugs
 - Introduction to Opioids, Ecstasy, Cocaine, Inhalants, Steroids and harder drugs

HEALTH EDUCATION CURRICULUM

WELLNESS 9

- Marijuana
 - Short/Long Term Health Effects
 - THC
 - Metrowest Data
 - Marijuana Facts
 - Refusal Skills
 - Franklin Police Department
- Tobacco/Electronic Smoking/Smokeless Tobacco
 - Facts
 - Addiction
- Alcohol
 - Short/Long Term Health Effects
 - Scenarios
 - Letter to Parents
 - Refusal Skills

WELLNESS 10

- Alcohol & Marijuana Review
- Education on all Drug Classifications
 - Narcotics
 - Stimulants
 - Depressants
 - Hallucinogens
 - Inhalants
 - Other Drugs
- Scenarios and Refusal Skills
- Laws/Possession/Social Host

CO-CURRICULAR STUDENT ACTIVITIES

SADD

- Organizes drug and alcohol awareness and prevention programs
- Partners with school and community initiatives
- Organizes positive, substance-free events (i.e. Tailgating)

PANTHERS Club

- Promoting and participating in acts of kindness to promote the FHS Core Values

Community Service Club

- Organizes service opportunities for students to become positively involved in their community

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning

- Developmental Guidance Program
- Zones of Regulation
- Guidance Seminars
- Health & Physical Education Program – Social Competency Curriculum

Student Support Team

- Team of administration, counselors, teachers meet to develop supports for at-risk students
- Senior At-Risk Meetings
- Substance Abuse Support Group through Court Probation

School Wellness Advisory Council (SWAC)

- SMART Goals in areas of Mental Health, Physical Activity & Nutrition
- Provide healthy co-curricular opportunities for students

FHS SUBSTANCE ABUSE SUB-COMMITTEE

Student Education – Josh MacCreery (Chair)

- Events Leading into Chris Herren – February 29, 2016
- Informational Brochures
- Prevention Programming
- Panel Discussion – EMTs, Police – Officers Baker & Copeland
- Panther News – Spotlight Corner

Faculty Education – Kristin Brandt (Chair)

- Drug Recognition Training – Officer MacLean
- Protocol for reporting
- Communication between administration and staff

Community Education – Mike Masto (Chair)

- Partner with SAFE Coalition
- Parent information night
- Partner with Tri-County

COMMUNITY PARTNERSHIPS

- ***SAFE Coalition***
 - Opioid Prevention/Intervention
-
- ***Prevention Programming for the Community***
- ***Protective Factors***
 - Education (students, families, staff, communities)
 - Community support
 - Norms
- ***Barriers***
 - Community perceptions and attitudes
 - Law changes

QUESTIONS??

Franklin HIGH SCHOOL

PROGRAM OF STUDIES



ABOUT FRANKLIN HIGH SCHOOL

Franklin High School

218 Oak Street

Franklin, Massachusetts 02038-1895

(508) 643-1400 * Fax (508) 613-1510

Paul Peri, Principal

, Deputy Principal

Lisa Martiesian, Assistant Principal of Special Education

Brenda Redding, Asst. Principal for Student Affairs

Craig Williams, Asst. Principal for Student Affairs

Maria Weber, Assistant Principal for Student Affairs

Heather McVay, Director of Guidance

Central Administration

Ms. Maureen Sabolinski, Superintendent of Schools

Mr. Peter Light, Assistant Superintendent of Schools

Ms. Joyce Edwards, Assistant Superintendent for Teaching and Learning

Ms. Deborah Dixon, Director of Special Education

School Committee

Mr. Kevin O'Malley, Chairman

Ms. Cynthia Douglas, Vice Chair

Dr. Anne Bergen

Ms. Vanessa Bilello

Mr. John Jewell

Ms. MaryJane Scofield

Ms. Denise Schultz

MISSION STATEMENT

Franklin High School exists as a covenant among students, parents, staff and the community. This collaboration promotes a rigorous, safe and nurturing environment in which students are responsible and passionate learners. In an atmosphere of equality, acceptance and respect, students prepare to contribute to our democratic society and an interdependent world.

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 - 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

To ensure that all students meet the school-wide expectations for student learning, every academic department at Franklin High School has identified expectations that primarily align with its respective curriculum, as well as those expectations that its curriculum supports. Every department has primary responsibility for at least two expectations.

Elective courses that do not service all students have identified specific expectations as areas of focus. In some courses, departments share responsibilities for expectations. For each academic expectation, departments with primary responsibility or supporting focus are identified in the Program of Studies.

ACCREDITATION

Franklin High School is accredited by the New England Association of Schools and Colleges (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of instructional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future.

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SELECTING COURSES

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 "Course Descriptions" section of this document, which can also be found on the Franklin High School website.

GUIDANCE DEPARTMENT

Meeting with students, Guidance counselors communicate the opportunities that are available for intellectual as well as personal growth. Guidance counselors provide assistance to develop a meaningful high school program, explore interests and abilities, as well as develop educational and career plans. Students are encouraged to make use of the services available through the Guidance office.

The Guidance Department provides services in the following areas:

Course Selection: Students have a primary role in determining the scope and breadth of their education. Students are expected to discuss their course selections with parents and teachers. In making their course selections, students will also consult with their guidance counselors. Counselors will help students assess their strengths, weaknesses, and goals, and will explain course alternatives to students. With the help of parents, teachers, and counselors, students are responsible for their course selections.

Information: Grade level seminars, 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 their academic and occupational interests that require attention. In the counseling process, a student has the opportunity to realize his/her worth, his/her dignity as a human being, and respectability as a unique individual.

COURSE SELECTION GUIDELINES

The best course of study for an individual student is one that is within reach, yet stretches the student's abilities to the fullest, satisfies the student's needs and interests, and meets the objectives of a long-range educational or vocational plan. The course of study selected for each student must be approved by parents and the guidance counselor.

Advanced Placement (AP)

Advanced Placement (AP) courses are formally recognized by the College Board, and provide opportunities for students to earn advanced placement and/or credit at college.

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 Language and Culture, French Language and Culture, Latin, Biology, Chemistry, Physics, Environmental Science, Calculus, Statistics, Computer Science, U.S. History, European History, Economics, Psychology, Government and Politics, Studio Art, Music Theory. Franklin students may also take other AP exams offered by the College Board, regardless of whether those AP subject areas are offered at Franklin High School. All students who elect an Advanced Placement course are required to take the AP exam or a teacher-developed final exam of equal rigor in May. The cost to take the AP exam is approximately \$90. Examination fees are waived for students who qualify for free and reduced lunch.

(Continued)

College Preparatory (CP)

College Preparatory (CP) courses are designed to prepare students for success in college-level coursework. CP courses are rigorous and require consistent effort for students to achieve at the highest level. Students in CP courses develop a strong foundation of content and skills as articulated by Massachusetts Frameworks

Honors (H)

Honors courses offer more highly-challenging content than the typical college preparatory course. Honors courses are highly rigorous and require consistent, independent effort for students to achieve at the highest level. Students in Honors courses develop advanced content and skills as articulated by Massachusetts Frameworks.

Open Honors (OH)

Open Honors courses are grouped heterogeneously regarding course level and afford students the choice of taking such courses for CP or Honors credit. Students enter a contract at the beginning of the course, committing to complete the requirements as indicated for the respective course credit.

FHS Recommendations for Course Levels

- Recommended final grade of “B-” from previous Honors level course and/or teacher recommendation to remain in Honors
- Recommended final grade of “A-” to move from a College Prep course to an Honors course and/or teacher recommendation
- Recommended final grade of “A” (College Prep) or “B” (Honors) to enroll in an Advanced Placement course and/or teacher recommendation.*

*In addition, data from PSATs may also be used in the recommendation for enrollment into an Advanced Placement course.

POLICY ON ADDING AND DROPPING COURSES

Students are expected to carefully consider the course of study they select and are discouraged from changing courses. Only under extenuating circumstances should a request to change or drop a course or course level be made. Permission to drop a course or change a course level will be considered after receiving input from faculty, and evaluating available space in alternate courses. If a student is granted permission for a course change, the following actions will be enforced:

1. The date for adding or dropping courses is the September 30th for full year and first-semester courses. For classes that meet only during the second semester, the deadline for dropping courses will be the Friday prior to February vacation.
2. The course will be deleted from the student's record if that change occurs prior to the course-drop deadline date.
3. A course that is dropped after the deadline date will be recorded on the student's transcript as either Withdrawn/Pass (WP) or Withdrawn/Fail (WF), depending upon the student's current academic standing in the course.
4. Any student who adds a course will be responsible for all work assigned prior to the schedule change.
5. Because credits are earned based on the final grade in a course, if a course is dropped prior to earning a final grade, no credit toward graduation will be earned.

Special Note to All Students and Parents:

Every attempt will be made to satisfy student requests for courses. However, budgetary constraints, staffing, availability, course enrollment, and master schedule flexibility are factors in the scheduling process, and may necessitate alterations to student schedules.

GRADUATION REQUIREMENTS, CREDITS & GRADE POINT AVERAGE

GRADUATION REQUIREMENTS

(Subject to change, dependent upon funding, and schedule development)

Required Subjects

Minimum Credits Required

English (Grade 9, Grade 10, Grade 11, Grade 12)	20.0
Mathematics (including Computer Science)	20.0
Science (Biology, 2 full years of additional sciences)	15.0
Social Studies (World History, 2 years US History)	15.0
2 Year Sequence: (World Language, Business, Arts, Consumer Science)	10.0
* Wellness (Grade 9, Grade 10)	4.0
Additional Credits	22.5

Total	106.5
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*Wellness includes Health & Physical Education (2 credits per year).

**Physical Education is required all grades, but may be completed through an outside pathway for grades 11-12.

Notes (applicable to all students):

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.

Higher Education Admission Standards: Commonwealth of Massachusetts

The Massachusetts State Colleges and University of Massachusetts campuses have adopted the following standards for admission.

Course Requirements

<u>Required Courses</u>	<u>Years</u>	<u>Including</u>
English	4	
World Language	2	Single language
Mathematics	4	Algebra I & II, Geometry
Sciences	3	3 years of laboratory science
Social Science	3	World History, US I and US II
Electives	2	From subjects listed above or from Arts & Humanities,

Grade point averages are calculated based on grades earned in college preparatory courses. Each state college or University of Massachusetts campus to which a student applies will calculate his/her GPA for purposes of applying the admissions standards. If an applicant's GPA falls below the required minimum GPA, a sliding scale will apply. See your guidance counselor for more information.

Test Requirements: Either Scholastic Aptitude Test (SAT) or American College Test (ACT) is required.

Grade Point Requirements

A minimum grade point average (GPA) required in college preparatory courses for both state colleges and universities is 3.00 (weighted)

PHYSICAL EDUCATION REQUIREMENTS

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 completion of a one-semester elective course in each of the 11th and 12th grade years.
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.

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 on the first day of school in order to gain final approval. Any student who fails to return the completed form will be enrolled in Pathway 1. Students electing Pathway 1 will be scheduled into a physical education class once per cycle during their directed study. If a student elects to participate in the school's physical education pathway, the student must have elected at least one directed study.

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.

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, racial, gender and sexual orientation 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.

CREDITS

Credit Hours per Course

Credits will be awarded for courses upon successful completion as indicated in the course listings contained in the Program of Studies.

Advancement

Grade level placement is based upon the number of previously earned credits. To be promoted at the end of the school year, a student must have earned the following number of credits for the grade and school year:

Grade	Credits Taken *	Cumulative Credits	Required for Promotion
9	32	32	25
10	32	64	50.5
11	30-35	94-99	80.5
12	30-35	124-134	106.5

* Due to health and physical education requirements, not all students are required to carry the maximum credit load (35) 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 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 three levels and will be given differing weights in the computation of grade point average according to the table below.

GPA = course credits x weighted grade = weighted score in each course

GPA TABLE

Grade	AP	H	CP
A+	5.30	4.80	4.30
A	5.00	4.50	4.00
A-	4.67	4.17	3.67
B+	4.33	3.83	3.33
B	4.00	3.50	3.00
B-	3.67	3.17	2.67
C+	3.33	2.83	2.33
C	3.00	2.50	2.00
C-	2.67	2.17	1.67
D+	2.33	1.83	1.33
D	2.00	1.50	1.00
D-	1.67	1.17	0.67
F	0.00	0.00	0.00

Weighted Grade Point Average (GPA) is determined by weighting marks received in each subject according to the degree of difficulty of the subject. Academic subjects are designated as Advanced Placement (AP), Honors (H), and College Preparatory (CP). Rank in class is based on courses in Grades 9-12 only. Rank in class is calculated using the following formula:

Sum of weighted scores for all courses ÷ Sum 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 deciles 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.

RELATED TOPICS

Other related topics of interest to students and parents can be found in the Franklin High School Student Handbook.

COURSE OF STUDY

CORE SUGGESTED SEQUENCE

Grade 9		Grade 10	
<u>Course</u>	<u>Level</u>	<u>Course</u>	<u>Level</u>
1 English 9	H or CP	1 English 10	H or CP
2 World Language	H or CP	2 World Language	H or CP
3 Mathematics	H or CP	3 Mathematics	H or CP
4 Biology	H or CP	4 Science	H or CP
5 World History	H or CP	5 U.S. History I	H or CP
6 Elective*	H or CP	6 Elective*	H or CP
7 Wellness	H or CP	7 Wellness	H or CP

(Continued)

Grade 11			Grade 12		
	<u>Course</u>	<u>Level</u>		<u>Course</u>	<u>Level</u>
1	English 11	H or CP	1	English 12/Elective	AP, H or CP
2	World Language	AP, H or CP	2	World Language	AP, H or CP
3	Mathematics	AP, H or CP	3	Mathematics	AP, H or CP
4	Science	AP, H or CP	4	Science	AP, H or CP
5	U.S. History II	AP, H or CP	5	Social Studies	AP, H or CP
6	Elective*	AP, H or CP	6	Elective*	AP, H or CP
7	Physical Education Elective or Pathway	H or CP	7	Physical Education Elective or Pathway	AP, H or CP

*An elective can be a course offered in any department. It is usually selected primarily out of student interest

GRADES 9-12 SELECTION CHECKLIST

Scheduling the proper courses for the next year is one of the most important activities in which you will engage this school year. It is very important that you do a careful and thorough job. This Program of Studies is a tool for you and your parents to use in the scheduling process. This booklet describes the courses as they will be offered. It describes the level of difficulty and the number of periods per week that a course is offered. Please read the Program of Studies carefully before completing the course selection sheet as well as the Course Selection recommended pre-requisites. Please make careful choices. It is very difficult to change a course once the selection process has been completed. If you need assistance with the course selection process, or if you have any questions about the courses that are listed, please speak to your teachers and contact your guidance counselor.

THE EARLY ENROLLMENT PROGRAM

The Early Enrollment Program is a school/college partnership with Rhode Island College which offers high school seniors and select juniors an opportunity to earn college credits while they are completing their high school diplomas. EEP has granted thousands of students, college credits for courses that they have completed while still in high school. In many instances, students have eliminated as much as one full semester of college work by enrolling in the EEP. Currently, AP Spanish Language and Culture, Calculus AP, US History AP, and Calculus Honors courses have been designated EEP courses. These courses overlap with courses being offered at Rhode Island College. Students who choose to sign up for these courses at Franklin High School may do so without commitment to the college; however, if they decide to take these courses for college credit, then they enter into a partnership with the college by registering and paying a nominal registration fee and a significantly reduced tuition for each credit in which they enroll. When they successfully complete the course, the grade they receive appears on their high school transcript and on an official RIC transcript; they may use these credits as they enter RIC or transfer them to one of the many colleges and universities which accept RIC credits.

(Continued)

QUESTIONS TO CONSIDER WHEN CHOOSING YOUR SCHEDULE

Freshmen (2020)

1. Have you selected English, Math, Biology, Social Studies, World Language, and Wellness?
2. Are you taking 6 courses each semester (excluding Wellness for 9th and 10th grades)?
3. Do your choices agree with your teachers' and guidance counselor's recommendations?
4. Does your program prepare you for your long-range education or vocational plans?

Sophomores (2019)

1. Have you passed all your previous requirements?
2. Have you selected English, Math, Science, World Language, and Wellness?
3. Will you be taking 6 courses each semester (excluding Wellness for 9th and 10th grades)?
4. Will you have at least 50.5 credits before entering your junior year?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Does your program meet Massachusetts Higher Education Admission Standards?

Juniors (2018)

1. Have you passed all your previous requirements?
2. Have you selected English, U.S. History, Math, Science, and P.E.?
3. Will you have at least 80.5 credits before the beginning of your senior year?
4. Are you taking 7 courses each semester?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Remember, you must have 20 credits in English; 15 credits in social studies, (including U.S. History); 15 credits in science (biology); 20 credits in mathematics; 10 credits in a sequence; 2.5 credits in Health Ed.; and a sufficient number of credits to meet your P.E. requirement to graduate.
7. Does your program meet Massachusetts Higher Education Admission Standards?
8. Will you participate in P.E. during the school day or select an alternate pathway?
9. Have you considered the World Language requirements of the post-secondary schools to which you plan to apply?

(CONTINUED)

Seniors (2017)

1. Have you passed all your previous requirements?
2. Have you selected English?
3. Will you have 106.5 credits (including a sufficient number of P.E. credits) upon completion of your senior year?
4. Are you taking 7 courses each semester?
5. Do your choices agree with your teachers' and guidance counselor's recommendations?
6. Remember, you must have 20 credits in English; 15 credits in social studies, (including U.S. History); 15 credits in science (biology); 20 credits in mathematics; 10 credits in a sequence; 2.5 credits in Health Ed.; and a sufficient number of credits to meet your P.E. requirement to graduate.
7. Does your program meet Massachusetts Higher Education Admission Standards?
8. Will you participate in P.E. during the school day or select an alternate pathway?
9. Have you considered the World Language requirements of the post-secondary schools to which you plan to apply?

SPECIAL EDUCATION DEPARTMENT

The Special Education Department of Franklin High School offers participating students a curriculum that is based upon each student's specific needs as stated in his/her Individualized Education Plan (IEP). Entrance into this program is in accordance with Chapter 766, Massachusetts Special Education Regulations, which requires referred students to be evaluated through a team process. As a result of a Team Evaluation, an individualized educational plan is developed and implemented which may provide one or more of the following services or course offerings: academic support, replacement academic subjects, inclusion subjects, speech and language therapy, counseling services and/or other specialized services deemed appropriate by the team to accommodate the unique learning style of each participating student. A full range of special education services is available to identified students who need support in order to be successful in regular education classes. The program is designed to provide study skills, reinforce mainstreamed curriculum and enhance basic academic skills.

FRANKLIN ARTS ACADEMY

The Franklin Arts Academy [FAA] is a rich Academic Program which fosters the link between critical and creative thinking through academic rigor and interdisciplinary connections with the Arts. Most courses in the FAA Program are taught as "Open Honors" courses, where students elect to receive either College Preparatory or Honors credit with commensurate workload and complexity differences. FAA courses are offered in English, Social Studies, Sciences, & Mathematics subject areas for grades 10, 11 and 12. All of these FAA academic courses have interdisciplinary units and connections to the Arts.

Begun in 2010, FAA is a successful, three-year pathway within Franklin High School [FHS]. The FAA prepares a diverse community of aspiring scholars and artists to be successful in their college and professional careers and to be engaged members of our democratic society. The FAA is comprised of individuals who are both critical and creative thinkers who thrive on being actively engaged and challenged by study that is rigorous, integrated, contextualized, and project-based.

Students may apply to the program by January 29, 2016 with 2 teacher recommendations, 1 arts teacher recommendation, one art piece, and one writing sample. Student's file and work is reviewed by a panel of teachers, guidance counselors, and administrators on the criteria of academic performance, writing capability, creative skill, attendance record, and demonstrated passion an art subject area.

FAA's Main Tenets include:

- Small Learning Community
- High Student Engagement Model
- Highly Qualified Instructors
- Uniquely-built Core Curriculum
- Meets MA State Standards
- High Academic Expectations – same as FHS
- Greater amount of: project-based, multi-intelligence, or collaborative learning units
- Several arts-integrated lessons per course
- Arts Capstone Projects & Art Venues

ALTERNATIVE ACADEMIC/DISCIPLINE PROGRAM (ALP)

The Alternative Learning Program (ALP) for Franklin High School is designed to provide an educational setting for students who have met with difficulty in the regular course of study. The goal of ALP is to help Franklin students achieve a high school diploma and/or reintegration of students into the regular course of study. The emphasis of the alternative class is to provide the necessary support for students to handle a full or split schedule of classes in regular education. ALP is located at Franklin High School.

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 Three Pathways:

The Alternative Education pathway (1) 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 (2) 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 (3) 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 ¾ .