

Franklin High School



Student Handbook 2019-2020

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://franklinps.net/fhs>

218 Oak Street, Franklin, MA 02038-1895

The High School is staffed from 7:15 a.m. to 4:00 p.m.

Main Number: (508) 613-1400

HIGH SCHOOL DIRECTORY

High School Receptionist: Ms. Laureen McKeown

EXTENSIONS

1402

MAIN OFFICE

Principal: Mr. Paul Peri

1410

Secretary to the Principal: Ms. Sandy Stanton

1410

Deputy Principal: Mr. William Klements

1408

Assistant Principal for Special Education: TBD

1409

Registrar: Ms. Ivy Patten

1424

Principal's Office Fax:

(508) 613-1510

3rd FLOOR ADMINISTRATIVE OFFICE:

Assistant Principal for Student Services: Ms. Maria Weber

1422

3rd floor Secretary: Ms. Jennifer Petrillo

1420

Adjustment Counselor: Mr. Rene Schneeweis

1423

3rd Floor Fax:

(508)

613-1513

2nd FLOOR ADMINISTRATIVE OFFICE:

Assistant Principal for Student Services: Ms. Jennifer Santosuosso

1417

2nd floor Secretary: Ms. Kathy Falvey

1415

Adjustment Counselor: Ms. Laurie Turenne

1418

2nd Floor Fax:

(508) 613-1512

1st FLOOR ADMINISTRATIVE

Assistant Principal for Student Services: Mr. Ryan Augusta

1465

Secretary: Ms. Sue Robidoux

1461

Adjustment Counselor: Ms. Kathleen Giles

1464

1st Floor Fax

(508) 613-1515

SPECIAL EDUCATION OFFICE

Team Chair: Ms. Christina Spinelli

1463

Secretary: Ms. Sue Robidoux

1461

Special Education Fax

(508) 613-1515

GUIDANCE

Director of Guidance: Ms. Heather McVay

1442

Guidance Secretary: Ms. MaryBeth Dolan

1441

Guidance Counselor: Mr. David Soulard

1449

Guidance Counselor: Ms. Abigail Leone-Murphy

1443

Guidance Counselor: Ms. Jodie Walsh

1448

Guidance Counselor: Ms. Patricia Gardner

1447

Guidance Counselor: Ms. Kate Ryder

1444

Guidance Counselor: Mr. Richard Guyette

1445

Guidance Counselor: Ms. Julianne Horner

1446

Guidance Office Fax:

(508) 613-1514

ADDITIONAL SCHOOL PERSONNEL

Nurse: Ms. Melissa Conroy, Ms. Amiee Charlton

1470

School Psychologist: Mr. Michael Bowes

1462

Digital Learning Specialist: Mr. Dan Chase	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 2019

Dear Students and Parents/Guardians:

I would like to take this opportunity to welcome you to the 2019-20 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 enables 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.

Sincerely,

Paul Peri
Principal

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

Collaborate

Shared Responsibility
Individual Accountability
Encouragement of Others
Conflict Resolution
Feedback

Communicate

Purpose & Audience
Organization / Structure
Language Conventions
Evidence & Details
Interpersonal
Interpretive

Create & Innovate

Tools & Techniques
Experimentation / Risk-taking
Originality / Innovation
Revision

Own Learning

Reflection
Risk-Taking
Goal Setting
Initiative & Self Advocacy
Time Management
Perseverance

Practice Digital Literacy

Responsible Use
Connection
Analysis
Research
Creation

Think Critically & Solve Problems

Point of View Recognition
Decision Making
Judgement
Reasoning
Questioning
Systems Thinking

Adopted: September 2016

SCHOOL COMMITTEE

Dr. Anne Bergen, Chairperson
Ms. Denise Schultz, Vice-Chairperson
Mrs. Cindy Douglas
Ms. Dianne Feeley
Dr. Monica Linden
Ms. Mary Jane Scofield
Ms. Gigi Zub

CENTRAL ADMINISTRATION

Dr. Sara Ahern, Superintendent of Schools	508-553-4819
Mr. Lucas Giguere, Assistant Superintendent of Schools	508-553-4820
Dr. Joyce Edwards, Assistant Superintendent for Teaching and Learning	508-553-4821
Ms. Paula Marano, Director of Student Services	508-553-4837

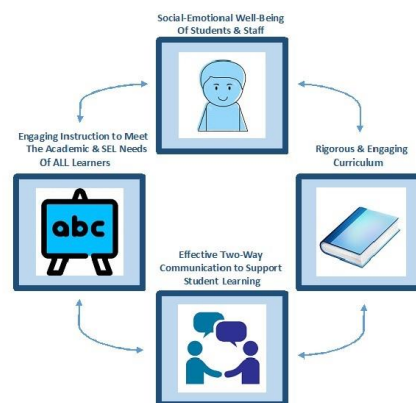
Franklin Public Schools Vision, Mission & Core Values

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.

Core Values

- Social Emotional Development
- High Expectations for Student Success
- Safe and Inclusive School Culture
- Collaborative Community



Theory of Action

*If we nurture a safe, supportive, inclusive, and collaborative learning environment; provide children with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential through personalized learning opportunities; and engage the community in effective two-way communication in order to support student learning, **then** each Franklin student will develop the necessary social-emotional, academic, and career skills to be a productive citizen in an ever-changing world.*

Strategic Objectives:

Social-Emotional Well-being of Students and Staff

To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices, and promote the well-being of staff, in order to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.

Engaging and Rigorous Curriculum

To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college, career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

High-Quality Instruction to Meet the Academic and SEL Needs of Each Learner

To ensure that each student is supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

Effective Two-Way Communication to Support Student Learning

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.

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/Guardians are encouraged to become involved in the Parent Communication Council by attending as many meetings as possible. All parents/guardians 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/guardians and teachers being involved in school. Help us work together to continue to improve programs for our students.

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/guardians, 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/guardian or community member is interested they should contact the building principal. Members' names will be published.

SCHOOL COUNSELING PROGRAM

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents/guardians, 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 teams to provide consultation around the 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 (Specific, Measureable, Action-oriented, Rigorous, Timed & Tracked) 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 aftercare. 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/guardians 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/guardians 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 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

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 a School Adjustment counselor 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/Guardian: _____

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 a 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, they have the opportunity to realize their worth, their 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](#).

FRANKLIN HIGH SCHOOL **BELL SCHEDULE**

7:30	Warning Bell
7:35 - 8:50	Period 1
8:55 - 10:00	Period 2
10:05- 11:10	Period 3
11:15 - 1:00	Period 4 (Lunch)
1:05 - 2:10	Period 5
2:10 - 2:20	Extra Help
2:15 - 3:10	Detention

Passing Times: Passing time between classes is 5 minutes. Passing time between lunches is 3 minutes

Announcements: read at 8:45 a.m. each day

Advisory Periods: Bell schedule will be modified twice per month to include Advisory Period.

Period	Time	Mins	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1	7:35 - 8:50	70	A	F	D	B	G	E	C

2	8:55 - 10:00	65	B	G	E	C	A	F	D
3	10:05- 11:10	65	C	A	F	D	B	G	E
4	11:15 - 1:00	78 +27 (lunch)	D	B	G	E	C	A	F
5	1:05 - 2:10	65	E	C	A	F	D	B	G

Lunch 1	Lunch 2	Lunch 3	Lunch 4
11:15-11:39 LUNCH	11:15-11:39 CLASS	11:15-12:06 CLASS	11:15-12:32 CLASS
11:42-1:00 CLASS	11:42-12:06 LUNCH	12:09-12:33 LUNCH	12:36-1:00 LUNCH
	12:09-1:00 CLASS	12:31-1:00 CLASS	

Lunch Schedule			Department
1	11:15-11:39	24 Minutes	Science and Art Classes
2	11:42-12:06	24 Minutes	Business, English, Ac Support Classes
3	12:09-12:33	24 Minutes	Math and World Language Classes
4	12:36-1:00	24 Minutes	PE, Health, Music, Social Studies Classes

[FRANKLIN PUBLIC SCHOOLS CALENDAR 2019-20](#)

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/guardians 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/guardian has been informed. Absences and tardies are part of a student's permanent record.

[ABSENCE CALL-IN PROCEDURE](#)

Attendance Line: Please call (508) 613-1401

Provide the following information when calling the Attendance Line 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 the 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 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
- 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/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).
10. School field trips

Examples of UNDOCUMENTED ABSENCES (not a complete list):

1. Truancy
2. Tardy to school/class (20 minutes late)
3. Class cutting
4. Illness without documentation from a physician's office
5. Family vacations, trips, obligations, etc.
6. Unnecessary absences from class as determined by an administrator.
7. Non-school related extracurricular events
8. 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/Guardians 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 request documentation on "skip days."** The principal and their 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/guardians 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/guardians to "cause" their children to regularly attend school.

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/guardians are encouraged to check attendance records regularly to ensure that students do not exceed the undocumented absence limit. Students and parents/guardians 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/guardians 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/Guardians 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 (25 or more absences total for full-year courses, 13 or more absences total for semester courses). 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.

In extreme cases of excessive absences, when students are faced with extenuating circumstances that require significant medical interventions including extended hospitalizations, parents/guardians may request in writing that loss of credit be waived. Parents/Guardians should submit any documentation that supports their request for review. The decision to waive the loss of credit is at the sole discretion of the principal or their designee.

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, administration will send written notice to the parents/guardians 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 absence limit in a particular class, the student/parent will receive a Notice of Opportunity to Appeal letter and will have **5 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/guardians 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/guardians may appeal the decision of the assistant principal to the principal. **Parents/Guardians 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 the 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 the 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 the class. If available/applicable, 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 classwork/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 Suspensions
3. Students who do not maintain appropriate class attendance may be restricted access to or excluded from extra-curricular activities by the principal or their 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 AM. There is a 7:30 AM 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 the 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 (please note: this does NOT include driving hours)
 - e. Other circumstances as determined by the administration
2. Students will receive an office detention for each tardy. **Two exceptions will be made each quarter for students who are tardy at the discretion of the Administration.**
 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.

Upon the fourth offense, the student will meet with their adjustment counselor and a parent/guardian will be notified. 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 a Friday Reflection. At that time a school administrator will request a meeting with the student and their parent/guardian to discuss an individualized attendance plan.

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.

This procedure applies to all periods except for the 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 the day of truancy. Parent 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/Guardians 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, attendance, 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 their parent or guardian requesting permission to leave school starting 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.

Students who drive themselves home will be allowed to do so at the discretion of the nurse in charge AND with written) parental permission. If a student is deemed unsafe to drive by the nurse due to the nature of the illness or injury, a parent/guardian or emergency contact will be asked to pick the student up.

DISMISSAL NOTES MUST BE CONFIRMED THROUGH CONTACT WITH A PARENT PRIOR TO THE STUDENT LEAVING SCHOOL. PARENTS/GUARDIANS 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 the 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 their 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 school policies in the same manner as all other students. Notes (to excuse absences, etc.) should be written by an 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 the 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 Reflection
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 an absence, the school shall notify the parent of the child's absence.

If a student has at least five (5) days in which they have 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 parent/guardian. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable efforts 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:			
	2023	2022	2021	2020
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 credit 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 the 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 different 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 = course credits X weighted grade = 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 the GPA.
2. Two semester courses will be combined to equal one-year-long class.
3. Independent study will not be applied to class rank.

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 an 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.

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 Letendre. Ms. Letendre can be reached at 508-613-1660.

GRADING

I. Grades

Grades 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 a common understanding of 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/guardians 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/Guardians may submit a written appeal to the principal. The principal shall make a determination after seeking input from the classroom teacher of record.**

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 email. 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. Email addresses are available to parents/guardians via the school website at <http://franklinps.net/fhs> 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/guardians 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/guardians are advised to speak with the Department Head or Director for the teacher's curriculum area.
4. In situations involving discipline, parents/guardians 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/guardians and students are advised to speak with the deputy principal if a director or department head has not been able to answer a question or resolve an issue.
6. Parents/Guardians are advised to contact the principal if a situation brought to the attention of an assistant principal has not been resolved.
7. Parents/Guardians 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

Franklin High School uses Aspen, 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/guardians have unlimited access to grades, the school does not distribute progress reports on a quarterly basis.

It is important for students and parents/guardians 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.

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/guardians are encouraged to contact the 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 DISHONESTY 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, smart watches, 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 a 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 a parent/guardian by the assistant principal.
3. Students will receive a zero for the academic work in question.
4. The student's activities will be closely monitored by all teachers and administrators and the 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/Guardians 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.
 - a. Examples: Honor Society, Student Council, class office, representatives for the academic competition such as Math Team; any academic graduation awards, places of honor at the

graduation ceremony.

4. The student will have placed in the permanent student 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/Guardians 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).
 - a. Examples: Honor Society, Student Council, class office, representatives for the academic competition such as Math Team; any academic graduation awards, places of honor at the graduation ceremony.
4. A letter citing the violation will be placed in the permanent student 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, Computer Science, 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 the 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 3.75 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 of America, Scouts BSA, 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)
- Complies 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 the activities a student participated in during high school 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

- Selection to the 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/Guardian 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/Guardian 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 the 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/Guardian 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 p.m.

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 an 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/guardians 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 their 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/Guardians support 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.

[Click here for additional information on the District Policy for homework.](#)

HONOR ROLL

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. Parents/Guardians requests for school work (due to an impending absence) should be directed to a student's guidance counselor.

STUDENT IDENTIFICATION CARDS

All students who attend Franklin High School will be issued an identification card. **It is expected that students keep the identification card 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, Senior Project externships and access to certain exterior doors of the building during school operating hours (6:45 AM – 3:30 p.m. – 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/Guardians 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.

LIBRARY /MEDIA CENTER

The Franklin High School Library/Media Center's mission is to support students and faculty by providing a collection of materials to implement and enrich the Franklin High School curriculum and to help ensure students are effective finders, users, and ethical producers of ideas and information. The Library also strives to promote reading for pleasure and aims to fully support the Franklin High School Expectations for Student Learning.

The Franklin High School Library is open every day from 7:00 a.m. until 4:00 p.m. The Library physically houses books, DVDs, audiobooks on CDs and daily newspapers as well as an assortment of boardgames. Faculty members may also borrow video cameras. Students and faculty may access the collection online through a link on the [Library webpage](#). The Library also provides [downloadable e-books and audiobooks](#). The Franklin High community has access to a robust assortment of [databases](#) which can be accessed through the Library webpage. The staff will be happy to answer your questions and help in finding what you need.

Policies

The Library is primarily a place for teaching and learning. These policies and procedures help to maintain an atmosphere conducive to study and to optimize class visit time for research projects.

- Student visits from Directed Studies
 - Students may visit the library from a directed study after the study teacher has completed the [study hall form](#). Each directed study may send five students per class. The study teacher should also write a physical pass.

- It is assumed that students will remain in the library for the entire period. Students coming from directed studies are reminded they must check in or tap in with their ID card and leave their physical pass in the basket.

Most books are loaned for a three-week period and may be renewed, as long as no one has reserved them. If materials are not returned after the third overdue notice, sign-out privileges may be taken away until the item is returned, renewed, or paid for. 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/guardians, reimbursement for replacement or repair, and possible suspension from school. Students will be charged the full cost of replacing lost or destroyed resources.

Expectations

- Before school and from 2:10 through 3:00 the Library is a joyful meeting place to share a snack with friends. From 3:00 - 4:00, and during school hours we encourage quiet study and ask students maintain an atmosphere conducive to learning.
- Students using computers will abide by the [Acceptable Use Policy](#) and the [Terms and Conditions for Internet Use](#)
- Students are expected to pick up after themselves and one another.
- While listening to music please use earbuds.

IV. HEALTH REQUIREMENTS, POLICIES

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 are required to fill out an [emergency card form](#), 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 the 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/guardian or their delegate will be expected to transport the ill student home. For the safety of all involved, parents/guardians are asked to visit 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 for the examination, as required by state law. This may be performed by a student's private physician or the school physician. (Parents/Guardians 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. Such documentation will be 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/guardians 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

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 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.

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/Guardians 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/guardians 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/Guardians 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/Guardians 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 that 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

During the fall and winter, students in the tenth grade are screened for vision and hearing. Heights and weights are also taken to measure proper rates of growth and development. Parents/Guardians 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), as mandated by law. Since this is a health concern which is likely to develop during the 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, stating 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 on the private physical examination form, such as a note that the student is "postural screening negative" or "scoliosis negative" .

Initial screenings for postural problems 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. Any student 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 NURSE'S OFFICE WITH ANY
QUESTIONS AND/OR CONCERNS (508-613-1472).

[For additional health related district policies, click here.](#)

SBIRT - SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT

As required by the M.G.L. Ch. 71 § 97, we are initiating a screening program for students in grades 8 and 10 related to the use of alcohol, marijuana, and other substances. MetroWest Adolescent Health Survey data consistently demonstrates that a small number of our students try alcohol and other substances during their middle school years, and by the end of high school, many more students report substance use and/or abuse.

The Screening, Brief Intervention, and Referral to Treatment (SBIRT) program screening process will be incorporated into our annual mandated screenings in grades 8 and 10. The CRAFFT II screening tool will be used. Information regarding the implementation of the SBIRT Screening Program can be found on the [District's Substance Abuse Information and Prevention Website](#). Student screening sessions will be brief (approximately 5 minutes) and conducted confidentially in private one-on-one sessions conducted by the school nurse or guidance/ adjustment counselors. Students who are not using substances will have their healthy choices reinforced by the screener. The screener will provide brief feedback to any student who reports using substances or is at risk for future substance use. If needed, the student will be referred to our guidance department for further evaluation.

It is important for families to understand that, under Massachusetts Law, the results of the screening will not be included in your child's school record, nor may we share the results of your child's screening with you or any school staff other than the SBIRT Team. The only exceptions to this are if the screener determines that there is an immediate medical emergency, or if your child signs a release form which allows us to share the information.

As with any screening, you have the right to opt out of this screening. principals will send letters to families.

Research shows that parents'/guardians' influence is the #1 reason young people decide not to drink alcohol. One way to prevent youth substance use is to talk to your child about your family's thoughts and expectations regarding substance use. Together, schools and parent/guardians CAN make a difference for youth in Franklin.

V. CODE OF CONDUCT

DUE PROCESS

Please refer to the district policy on Due Process for Student Discipline on page 106.

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/Library Media Center
4. Skipping Teacher Detention
5. Unauthorized use of electronic devices
6. Unauthorized use of cell phone
7. Driving to school without permission
8. Not following school's food and beverage policy
9. Not following science safety protocols
10. Financial/Library Media Center Obligations
11. Public Display of Affection
12. Failure to return required school documents
13. Leaving class prior to the bell
14. Loitering in the hallways
15. Misuse of a hall pass
16. Parking violation (1st offense)
17. Pass Restriction violation
18. Chronic tardiness to class
19. Unprepared for class
20. Using unassigned locker
21. Leaving school locker unlocked
22. Dress code violation
23. Inappropriate language
24. 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 offense
2. Excessive tardiness to school
3. Being in an unauthorized area
4. Skipping school
5. Skipping Office Detention
6. Ejection from Office Detention
7. Skipping Academic Center Session
8. Ejection from Academic Center
9. Skipping Friday Reflections
10. Ejection from Friday Reflections
11. Leaving school without permission
12. Smoking and / or possession of tobacco-related products, including lighters and associated products or paraphernalia – (1st offense) – See [Town of Franklin Tobacco By-Law](#)
13. Not following school procedures and/ or policy
14. Disrespectful behavior
15. Skipping class
16. Truancy - Unauthorized absence for students under 16 years old.
17. Cheatin
18. Plagiarism
19. Gambling / possession of gambling paraphernalia
20. Failure to verify an absence
21. Dress code violation
22. Dismissed without proper protocol
23. Academic Dishonesty
24. Bus rule violation

25. Cafeteria / lunch rule violation
26. Forgery
27. Insubordination
28. Parking violation (2nd offense)
29. Vulgar language / spoken / written / gestures
30. Disrespect
31. Failure to follow an administrative / staff directive
32. Failure to report to administrative office
33. 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, and associated products or paraphernalia (2nd offense) – See [Town of Franklin Tobacco By-Law](#)
6. Possession and use of vaping-related products, including vape pens, e-cigarettes, packaging, cartridges, paraphernalia and associated products 1st offense)
7. Misuse of school property
8. Dangerous / reckless behavior
9. Repeated violations of school policies
10. Excessive disruptive / disrespectful behavior
11. Accessory to or inciting a physical conflict
12. Acceptable Use Policy violation
13. Inciting a school disturbance
14. Unauthorized use of electronic video / still image device
15. Possession of forbidden articles
16. Ejection from Academic Suspension
17. Other behaviors requiring disciplinary action (to be specified on the referral form)

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 and associated products or paraphernalia (3rd offense) – [Town of Franklin Tobacco By-Law](#)
7. Possession and use of vaping-related products, including vape pens, e-cigarettes, packaging, cartridges, paraphernalia and associated products (2nd offense)
8. Hazing (see section on Hazing)
9. Sexual Harassment (see section on Sexual Harassment)
10. Harassment (see section on Harassment)
11. Bullying / Cyberbullying
12. Hate Crime/Speech
13. Possession of drug-related materials and/or paraphernalia
14. Possession of incendiary devices
15. Other behaviors requiring disciplinary action. (to be specified on the referral form)

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 or unauthorized use of fire extinguisher
4. Assault
5. Fighting
6. Assault of a staff member
7. False Alarm
8. Possession and use of vaping-related products, including vape pens, e-cigarettes, packaging, cartridges, paraphernalia and associated products (3rd offense)
9. Drug or Alcohol Violations – See District’s [Alcohol, Tobacco, and Drug Policy](#)
10. Weapons Violations (including fireworks) – See District’s Weapons Policy
11. Fighting/Physical Conflict (2nd incident in a student’s high school career)
12. Willful Acts Against the School
13. Violation of the Safe School Act of 1994 – See section on Safe School Act
14. Violation of Provisions in the Education Reform Act of 1993 – See District’s Weapons Policy, and Education Reform Act of 1993
15. Violation of School Safety Policy – See section on School Safety Policy)
16. Other egregious behaviors requiring disciplinary action (to be specified on the referral form)

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 for the purpose of academic work. In addition, disruptive behavior will not be tolerated in detention. Students who do not adhere to these expectations will be removed from detention and will be subject to further discipline. The school administration places the responsibility upon the student not to accumulate detentions. While the District acknowledges the importance of jobs and involvement in sports and other school-based activities, 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 that 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 (monitoring teachers) are responsible for: (1) logging in the students and (2) overseeing detention until the 3:00 p.m. ending time. 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 monitoring 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. Assistant principals will be responsible for tracking office detention attendance and instances of “cutting.” 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/guardians 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 program by an administrator. This program starts at 2:10 p.m. and ends at 4:00 p.m. on Fridays and will involve a written, guided reflection of the student's behavior. A student assigned to the Friday Reflections program who does not attend or complete their obligations 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/or 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 – including peer mediation, guidance and adjustment counselors, school psychologists, and administration – to help navigate and improve these relationships. If a peer conflict arises 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 a 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 follow the No Contact rules as outlined above.

Student Signature

School Administrator Signature

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 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 success.

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 Massachusetts General Laws Chapter 71, Section 37H¾.

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, they 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 \$200.00. Insurance covering the full replacement cost of the device is optional and may be purchased by the student at a cost of \$40.00 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 \$40.00 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 Department.

Insurance may only be purchased online via the link on the school website, which can be found [here](#).

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 education-oriented 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/Guardians who wish to monitor communications for their student should request the password to the Google account from their child. Parents/Guardians 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.

CELL PHONES AND ELECTRONIC DEVICES

The use of cell phones and other personal electronic devices is at the discretion of faculty and staff for educational purposes only. Students are not permitted to make or receive phone calls. Students who need to contact a parent or guardian may do so 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 an administrative office, and returned to the parent/guardian. 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.

STUDENT PHOTO/VIDEO RELEASE POLICY

STUDENT PHOTOGRAPHS:

During the year, photographs and videos are taken of students, parents/guardians, teachers, and school activities and pictures may be included on school bulletin boards, in school and PCC publications, on school or district social media accounts, in local newspapers, or on our website. Photographs will not identify a child by name.

If you do not want your child's photograph to appear in these public places, please sign and return the Student Photo/Video Release form provided by the school in the opening day packet by October 1st.

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.

STUDENT PHOTOGRAPH/VIDEO RELEASE:

During the year, there are occasions when photographs or videos are taken in the school environment, which include special school events, field trips, project displays, or particular classroom lessons. Pictures or videos may be included as part of a school presentation, school celebration or public relations event. Pictures/videos may also appear on a school or district website, on a school or district social media accounts, teacher's blog, in a press release, or as part of a television/cable broadcast. Please be aware that these photographs will not identify children by name. The school may video record school buildings and property (including occupants) for the safety and security of students.

The school may celebrate students in private settings which may include photographs of students in private school-related publications such as the yearbook or in presentations that are shown to the student body or parents (e.g. slideshow/video montages at graduation or step-up day) but are not publicly distributed. Please be aware that if the press requests to publish a specific school event or story, which includes photographs of students, they must first obtain permission from the Principal.

SAMPLE STUDENT 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 videotaped and also consent to my child's picture/video being used in school or district website, school or district social media accounts, teacher blogs, press reports, and/or television/cable broadcasts.

____ **I DO NOT** grant consent to have my child photographed or video recorded and also do not consent to my child's picture being used publicly in school or district website, school or district social media account, teacher blogs, press reports, and/or television/cable broadcasts. **Please note that by selecting this option, your child's picture may still appear in the school yearbook and in private school presentations such as privately shown slide shows (e.g. at assemblies or move up ceremonies)**

Given the number of students in our school, we cannot accommodate specific requests. Thank you for understanding. If you do not want your child's picture to appear in the yearbook or in private school presentations please contact the Principal.

Child's Name: _____ **Teacher:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

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. Apparel that contains statements or symbols that make negative or discriminatory statements or stereotypes about race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or related condition, veteran's status, age, homelessness as well as limited English proficiency or that has sexual connotations or sexual innuendo is not permitted at school. Clothing that includes logos that in any way glamorizes the use or sale of alcohol/drugs, promotes hatred, or contains a sexually suggestive messaging, will not be tolerated in school or at school functions.

In general, clothing should not inappropriately expose the body. Any manner of dress that the administration deems inappropriate due to the fact that it interferes with the educational process or presents an uncomfortable atmosphere 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.

[Click here for the District policy on Dress Code.](#)

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 students 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

Food and drink will NOT be allowed outside of the cafeteria and the designated area in the Library Media Center. Students will not be allowed to bring any outside beverages other than water into the school.

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 are 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 sports/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 lockers..

All freshmen will be assigned a locker. Sophomores, juniors, and seniors have the option of using a locker for their 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 an 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 a student has a prepaid account, their balance at the end of the year will carry over to the following school year. If a student will be moving out of the Franklin Public Schools or is in 12th grade, please be aware that the District cannot give refunds of unused balances. If a student has a remaining balance and will be leaving the Franklin School District, a parent can request that the District 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. (Requests for transfers from Seniors' accounts should be made prior to the end of the school year when the student graduates.

Approved 2019-2020 Pricing

Grade Level	2019-2020 Pricing
Elementary Lunch	2.75
Middle School Lunch	3.00
High School Lunch	3.25
Breakfast	\$1.80
Adult Meal	4.25
Reduced Price Lunch	\$0.40
Milk	\$0.50

SCHOOL CLOSING/CANCELATION/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/guardians through our automated phone/email system. Notice will also be sent to the following radio and television stations: WBZ-TV (Ch 4); WCVB-TV (Ch 5); RI Broadcasters Assn.; WHDH-TV (Ch 7); FOX-TV (Ch 25); NECN (also NBC Boston).

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, evening educational programs, activities, and preschool classes will be canceled.

PARENT/TEACHER APPOINTMENTS

If parents/guardians 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

Library 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.

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 a time in the 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 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 must remain in the Media Center for the duration of the assigned 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 timestamp 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 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 guidance 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.

SMOKING/TOBACCO FINES

The Town of Franklin has authorized/deputized the principal and assistant principals to issue fines of \$100.00 for smoking/vaping on school property.

[For more information on the District Policy on drug, alcohol and tobacco use, click here.](#)

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. Students 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

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, they are on school property. All rules and regulations of the school apply from the time a student boards the bus until they disembark the bus. Inappropriate behavior is sufficient cause for permanent removal from the bus and may subject a student to further discipline, including without limitation suspension or expulsion. These procedures govern student behavior anytime they board 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, they 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 afternoons. 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/GUARDIANS 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 the 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** - this includes vaping and e-cigarettes.
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.

NOTE: The emergency door must be used for emergency only. **DO NOT** touch any safety equipment on the bus. 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/guardians and school

officials. Student's parking privileges are subject to revocation if conduct in school results in discipline 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 a disciplinary policy, or the student has in their possession or in their vehicle evidence that the student committed a violation of a disciplinary policy, the school administrator may search the vehicle parked on school grounds or approved satellite locations, which include but is not limited to the FMC skating rink and the Horace Mann/Oak Street complex. Franklin Public Schools, in agreement with the student and parents/guardians of the student, can consent to the school-arranged activity of parking at the FMC ice rink. By participating in this activity, the student shall be deemed to be on school premises and shall be subject to school rules including but not limited to reasonable searches of the motor vehicle.

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
- j. Students electing to park at the FMC skating rink must submit a signed copy of the Permission and Release Form waiver to the 3rd floor Administrative Office.

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 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 of 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 or expulsion from school.

BREATHALYZERS

[Link to current District Policy on Alcohol](#)

The possession, sale, distribution or use and/or abuse of alcohol is not only illegal on school property and at school events and activities, but is also in violation of Franklin Public Schools' district policy and Franklin High School's code of conduct and core values.

When determining possible alcohol possession, sale, distribution or use by a student during the school day or at any school related event or function, the administration's primary concern is always student safety and well-being. In assessing a student's possible alcohol use, administration may use a breath alcohol testing device, which indicates the presence or absence of alcohol. Franklin High School administration also reserves the right to randomly screen students or screen all students at school events/functions with proper notice to students and their families.

The purpose of having breath alcohol testing is to deter alcohol possession, sale, distribution and/or use and encourage all members of the student body to make healthy, positive choices.

It may be necessary during the school day or during a school related event to administer a breathalyzer test to a student whose demeanor may give reasonable suspicion that they are under the influence of and/or has consumed alcohol. Symptoms giving rise to a reasonable suspicion may include but are not limited to:

- Use or possession of alcohol
- Odor of an alcoholic beverage
- Presence of an alcohol container
- Slurred speech
- Unsteady gait
- Lack of coordination
- Bloodshot or glazed eyes
- Vomiting
- Marked change in personal behavior not attributable to other factors
- A report from a third party
- Assessment by the school nurse

Breathalyzer Procedure:

If an administrator reasonably suspects or receives a report that a student may be under the influence of alcohol, then they may use a breathalyzer as a part of the investigation. To the extent possible under the

circumstances, the test will be administered in a private location by an administrator in the presence of a second staff member.

If a student's test is positive, the student can request up to two (2) additional tests taken at least two (2) minutes apart. If possible, a second device will be used for subsequent testing. If a student does not request additional testing or the additional tests are positive:

1. Parents/Guardians will be notified and requested to take the student home.
2. If the student is determined to be a risk and/or in need of medical assistance, emergency personnel will be contacted and parents/guardians will be notified.
3. Disciplinary action will be taken consistent with the Franklin High School Handbook.

If the test is negative, the student will be allowed to resume activity if the administrator does not suspect the use of other drugs.

If a student is suspected of being under the influence of alcohol or is suspected to have consumed alcohol and refuses to be tested:

1. An administrator will notify parents/guardians to pick up the student and detain the student until said parent/guardian's arrival.
2. If the student is determined to be a risk and/or in need of immediate medical assistance, emergency personnel will be contacted and parents/guardians will be notified.
3. The police may be called to take the student into protective custody, as appropriate.
4. The student's conduct will be considered comparable to being under the influence and disciplinary action will be taken consistent with the Franklin High School Handbook.

If a student is suspected of being under the influence of alcohol or is suspected of having consumed alcohol and leaves the scene against a school official's request:

1. Parents/Guardians will be notified
2. Local police will be notified, as appropriate.
3. The student's conduct will be considered comparable to being under the influence and disciplinary action will be taken consistent with the Franklin High School Handbook.

Students representing Franklin Public school athletic teams are held to a high standard of conduct. The conduct of these student athletes is governed not only by rules established by this policy, but also by applicable MIAA rules.

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 Franklin High School sophomores ONLY.

The Freshman Banquet is open to Franklin High School freshmen ONLY.

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/Guardians 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 they have written permission beforehand from a high school administrator. Administrators reserve the right to conduct searches of persons and personal property if deemed necessary. When a student leaves the dance, they will not be allowed to return. Students are expected to follow all FHS Student Handbook rules.

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

Franklin High School administration reserves the right to administer a breathalyzer to students at anytime, consistent with the district's breathalyzer policy.

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 7:00 p.m. and 7:30 p.m. No one will be admitted to after 7:30 p.m.
- All students and guests are expected to stay until 11:00 p.m. If a student would like to leave early, he or she must meet with the Franklin High School administration before leaving. Parents/Guardians 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/Guardians 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/guardians will also be called to pick up their son/daughter.
- Franklin students and/or parents/guardians, relatives, friends and/or guests of Franklin students are NOT allowed to reserve hotel rooms the evening of the 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 so they violate 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 school 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 (M.G.L. c.71, s.4). The actual date will be established by the school committee; the most preferred date being the first Friday in June.
5. The ceremony will take place in the gymnasium at 5:00 p.m..
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.

**FRANKLIN PUBLIC SCHOOLS / NON-SCHOOL SPONSORED EXTENDED FIELD TRIP
WAIVER**

WAIVER AND RELEASE OF LIABILITY

1. I/We, _____, as parent(s) / guardian(s) of _____, hereby 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 the above-named 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 the above-named student and have full legal authority to execute this Waiver and Release of Liability on behalf of the student, on my/our own behalf, and on behalf of my/our family as a parent and/or guardian of the student.
6. I/We have been advised by the travel 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/We 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: _____

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 their 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, 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 - Boys and Girls, Field Hockey (varsity, j.v., freshman), Football (varsity, j.v., freshman,) Golf, Soccer - Boys and Girls (varsity, j.v., freshman - boys and girls), Volleyball (varsity, j.v., freshman)

Winter Sports -

Basketball - Boys and Girls (varsity, j.v., freshman), Cheerleading, Ice Hockey - Boys and Girls (varsity, j.v.) Wrestling (varsity, j.v.), Indoor Track & Field - Boys and Girls, Swimming - Boys and Girls, Gymnastics

Spring Sports –

Baseball (varsity, j.v., freshman), Softball (varsity, j.v., freshman), Tennis - Boys and Girls, Outdoor Track & Field - Boys and Girls, Lacrosse - Boys and Girls (varsity, j.v., freshman), Unified Track and Field - Boys and Girls

Athletic Award System

Every athlete who participates on a team will receive a participation 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.

MIAA MISSION STATEMENT

The mission of the Massachusetts Interscholastic Athletic Association is to serve member schools and the maximum number of their students by providing leadership and support for the conduct of interscholastic athletics which will enrich the educational experiences of all participants. The MIAA will promote interschool athletics that provide lifelong and life-quality learning experiences to students while enhancing their achievement of educational goals.

ELIGIBILITY

To be a participant in athletics, a student must pass all courses with the exception of two at the end of the last marking period. Students must pass all but two courses 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 their parents/guardians. Pupils who have passed their 19th birthday previous to September 1 are ineligible thereafter.

A pupil is eligible for only eight total semesters after they enter grade 9 at Franklin High School. If the student goes to school for ten days in any semester, it counts as a whole semester for purposes of such eligibility. Eligibility rules are effective on the day report cards are issued. There are other rules that apply to special cases. For further information, please contact the athletic director.

Students who meet these eligibility requirements may try out for any team providing they are registered on FamilyID, have a current medical physical and Concussion Impact Test on file, have taken their yearly Concussion Education Course through NFHS and paid all necessary User Fees to the Town of Franklin.

1. From the earliest fall practice date, to the conclusion of the academic year or final athletic event (whichever is latest), a student shall not, regardless of the quantity, use, consume, possess, buy/sell, or give away any beverage containing alcohol; any tobacco product (including e-cigarettes, vape pens and all similar devices); marijuana (including synthetic); steroids; or any controlled substance. This policy includes products such as “NA or near beer,” inhalants (defined as any substance that produces a mind-altering effect when inhaled), and misuse of over-the-counter medications and substances used for the purposes of altering one’s mental state. It is not a violation for a student to be in possession of a legally defined drug specifically prescribed for the student’s own use by their doctor.

Minimum Penalties: as established by the MIAA and voted by the Franklin School Committee.

First Violation: When the principal confirms, following an opportunity for a student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contest totaling 25% of all interscholastic contests in that sport. No exception is permitted for a student who becomes a participant in a treatment program. It is recommended that the student be allowed to remain at practice for the purpose of rehabilitation. A decimal part of an event will be truncated. i.e. All fractional part of an event will be dropped when calculating 25% of the season.

Second and Subsequent Violations: When the principal confirms, following an opportunity for the student to be heard, that a violation occurred, the student shall lose eligibility for the next consecutive interscholastic contests totaling 60% of all interscholastic contests in that sport. All decimal part of an event will be truncated. i.e. All fractional part of an event will be dropped when calculating 60% of the season. If the second or subsequent violation the student of their own volition becomes a participant in an approved chemical dependency program or treatment program, the student may be certified for reinstatement in MIAA activities after a minimum of 40% of events. The director or counselor of a chemical dependency treatment center must issue such certification. A decimal part of an event will be truncated. i.e. All fractional parts of an event will be dropped when calculating 40% of the season.

Penalties shall be cumulative each academic year. If the penalty is not completed during the season of violation, the penalty shall carry over to the student’s next season of actual participation, which may affect the eligibility status of the student during the next academic year.

2. 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.

3. Loyalty to your team: A bona fide member of the school team is a student who is consistently present for, and actively participates in, all high school team sessions (e.g. practices, tryouts, competitions). Bona fide members of a school team are precluded from missing a high school practice or competition in order to participate in a non-school athletic activity/event in any sport recognized by the MIAA. Students cannot be given special treatment (late arrival, early dismissal, etc.) for non-school athletic programs.

4. Discipline: If any athlete receives a technical suspension or an out-of-school suspension, they 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.

5. Practice sessions: Attendance will be taken at all sessions. Anyone who is late for practice must bring a note stating the time they left the person who detained them. 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.

6. Curfews may be imposed by coaches.

7. If it is necessary for the athlete to drop from the squad for any reason, they should show proper respect by telling the coach immediately.

8. Equipment: Students will be responsible for all equipment issued to them and lost equipment will be paid for at the Main Office.

9. Stealing will not be tolerated. Unauthorized use and possession of athletic equipment will be subject to disciplinary action and possible suspension from the team.

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.

PROCEDURES FOR REPORTING CHILD ABUSE/NEGLECT

- The mandated reporter is exonerated from filing with DSS if they immediately notify their 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
185 Church Street
Whitinsville, MA 01588

Phone: 508-929-1000 Fax: 508-929-1100
Director: Corine Contarino

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 sections 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
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Address:

Street & Number	City/Town	State	Zip
Code			

Telephone Number: _____ Age: _____

DATA ON REPORTER / REPORT

Report Date:

☐ Mandatory Report

☐ Voluntary Report

Reporter's Name:

<hr/>		
First	Last	Middle

(If the reporter represents an institution, school, or facility, please indicate)

Reporter's Address/School Address:

<hr/>			
	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:

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



BULLYING PREVENTION PLAN

In accordance with the Massachusetts General Laws Chapter 92 of the Acts of 2010, Franklin Public 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 high school discipline code and procedures.

WHAT IS BULLYING?

For behavior to be deemed bullying it needs to include all of the following elements (MGL Chapter 92, Acts of 2010). An aggressor is a student who engages in bullying, cyberbullying, 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 the 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 or a staff member
- Must be 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 their 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.

DEFINITIONS:

In 2010, the Massachusetts Legislature passed Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools, many of the requirements of which are codified in M.G.L. c. 71, §370. Although the Franklin Public Schools has been proactive in bullying prevention strategies, such as the Responsive Classroom program, the 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 by a member of the school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or 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, photoelectronic 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 enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile environment-A situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of the student's education.

Perpetrator- A student or a member of school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional who engages in bullying or retaliation.

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 or members of the school staff bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending harmful text, email, or instant messages
- Posting inappropriate pictures or messages about others on social media
- Using someone else's username 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/guardians or other trusted adults. They can help stop bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling isn't 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
- Try to avoid a situation in which bullying is likely to happen

GUIDELINES FOR PARENTS/GUARDIANS:

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).*

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 or staff member 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 or personnel actions taken with regard to staff
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 or personnel actions taken with regard to staff
Your child reports to you that they 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 or personnel actions taken with regard to staff
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

**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

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

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

Response to Reported Bullying/Cyberbullying Flow Chart Student to Student	Response to Reported Bullying/Cyberbullying Flow Chart Staff Member to Student
Report of an incident is received	Report of an incident is received
Ensure the safety of all students involved	Notify Supervisor
Take a complete statement from the student, parent/guardian or staff member reporting the incident	Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
Speak to other students involved including bystanders, witnesses and alleged perpetrator(s)	Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate
Speak to other relevant adults – teachers, counselors, and/or bus drivers	Include the School Resource Officer (SRO), other law enforcement or the Department of Children and Families (DCF) as appropriate
Notify all involved about the prohibition of retaliation	Take a complete statement from the student, parent/guardian or staff member reporting the incident
Gather and preserve all evidence	Speak to other persons involved, including bystanders, witnesses
Make a determination regarding the reported incidence	Interview the alleged perpetrator in accordance with applicable state law and the collective bargaining agreement “CBA”, if any
If it is determined that a bullying incident occurred...	Gather and preserve all evidence
	Make a determination regarding the reported incidence
Identify victim(s) as appropriate	If it is determined that a bullying incident occurred...
Include the School Resource Officer (SRO) as appropriate	Take steps to restore a sense of safety for the victim, witnesses, and school community
Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate	Notify all involved about the prohibition of retaliation
Provide appropriate information to the parents/ guardians of the victim and the bully	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 IEP 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 cyberbullying 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?

Cyberbullying: What is it? What can be done?

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

<https://www.pacer.org/bullying/>

Bullying/Cyberbullying Facts and FAQ:

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

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

Social Networking Safety Tips for Teens and Parents/Guardians:

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

<https://smartsocial.com/instagram-snapchat-safety/>

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>

NONVIOLENT 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 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
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

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/Guardians 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 Every Student Succeeds 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 their 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 their 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 their 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 their 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 71, Section 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/Guardians 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 71, Sections 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 their designee.

Notice of In-School Suspension:

The principal or their 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 their designee determines that the student committed the disciplinary offense, the principal or their 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 their 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 their 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 their designee shall also invite the parent/guardian 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 their 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 their 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 their 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 their 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 their designee will provide the student and the Parents/Guardians oral and written notice of the possible suspension, an opportunity for the student to have a hearing and the opportunity of the Parent(s)/Guardian(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 their 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 their 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 their designee will document reasonable efforts to include the parent. The principal or their designee is presumed to have made reasonable efforts if the principal or their 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 their designee to provide prior oral and written notice before removing a student from school. The principal or their 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 their designee's) judgment, there is no alternative available to alleviate the danger or disruption. The principal or their 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 their 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 their 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 their designee with the following process:

Principal Hearing - Short-term Suspension:

- A. The purpose of the hearing with the principal or their 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 their 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 their designee should consider in determining whether other remedies and consequences may be appropriate as alternatives to suspension. The principal or their 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 their designee shall determine whether the student committed the disciplinary offense, and, if so, what remedy or consequence will be imposed.
- C. The principal or their 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 their 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 their 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 their designee with the following process

Principal Hearing - Long-term Suspension:

(a) The purpose of the hearing with the principal or their 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 their 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 their 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 their 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 their 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 their 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 their 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 their designee is strongly encouraged before students who are suspended return to school. This conference will be used to promote the engagement of the parents/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 their 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 their 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 their designee may, in their 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 M.G.L. c. 71, s.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 their 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 their 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/Guardians 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 to 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/guardians being called, and disciplinary action could follow.

1. Any possession, ingestion, or dispensing of drugs/alcohol must be reported to the principal or their 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/guardians 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

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.

File: JICFA-E

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 another 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 they are a participant.

In addition, the incident and name of the 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/guardians 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.

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/guardians, 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/guardians 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." For more information, please refer to M.G.L. c. 111, § 222, 105 CMR 201.000 and School Committee Policy JJN

SERVICES FOR STUDENTS 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 caregiver 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/guardians, 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 the 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 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, they have 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

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 their 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/guardians. 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 their designee reserves the right to cancel any extended field trip up until the time of departure.

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

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.

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 them 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 as 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.

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.

Meal Charges and Balances:

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments:

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parents/guardians via email, notice through the school office, or regular postal mail at regular intervals during the school year. Students with a negative balance may be reminded by the cashier of their account status in a confidential and developmentally appropriate manner. At no time shall any staff member give payment notices directly to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account or by speaking with the school food service director. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/Guardians can opt to receive automated low-balance emails and will receive mailed notices bi-weekly, if student balances exceed the value of three lunches. If notices do not result in payment, parents/guardians may receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds:

Refunds for withdrawn and/or graduating students are not issued. Parents/Guardians have the option to transfer funds to a sibling's or other student's account. After one (1) year, any remaining credit balance on a school lunch account for a student who is no longer enrolled in the Franklin Public Schools will become the property of the Franklin School Lunch Program to be used as a donation to offset uncollected debt.

Delinquent Accounts/Collections:

Failure to maintain up to date accounts may result in a student's inability to participate in extra-curricular activities such as the prom, banquets, dances, etc., especially those that are fee based. Graduating seniors with delinquent accounts may lose the ability to participate in senior week or other graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more

closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Applications with instructions are available at each school and on the district's website

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 the 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.

FRANKLIN PUBLIC SCHOOLS LIAISONS/ COMPLIANCE OFFICERS

Individuals with Disabilities

Student Services Director

Ms. Paula Marano
Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Title II Liaison

Mr. Lucas Giguere
Asst. Superintendent
355 East Central Street
Franklin, MA 02038
508-553-4819

Homeless Liaison

Ms. Paula Marano

Director of Student Services
355 East Central Street
Franklin, MA 02038
508-553-4811

Title VI Civil Rights Office

Harassment / Grievance

Mr. Lucas Giguere
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. Lucas Giguere
Asst. Superintendent of Schools
355 East Central Street
Franklin, MA 02038
508-553-4819

Section 504 Coordinator

Ms. Paula Marano
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

SECTION III: FPS DISTRICT POLICIES (2019-2020)

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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, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness should be brought to: Discrimination/Harassment Complaint Coordinator, 355 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 their 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 race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness. 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
5 Post Office Square 8th Floor
Boston, MA 02109-3921
(617) 289-0111

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
Reviewed; Revised 10/12/17
Reviewed; Revised 5/1/18

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 Laws, 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 smoking cessation program as provided by the employer to the employee. Staff member may select another program at their own expenses	\$100
	Third	Suspension	\$100
		Viewed as insubordination which may result in termination *Should a staff member not repeat a violation of this policy 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
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Definitions:

Tobacco Products: Tobacco products include but are not limited to cigarettes, e-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, buses and grounds.

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

Reviewed, revised: 10/4/16

Reviewed, revised: 8/15/17

File: ADF

WELLNESS POLICY

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

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.

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.

Information about the Massachusetts School Nutrition Program can be found at <http://www.doe.mass.edu/cnp/nprograms/nslp.html> and USDA's National School Lunch program at <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>.

Competitive Foods:

Competitive foods are defined as foods and beverages sold or 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 (must comply 24 hours/day)
6. Concession stands
7. Booster sales
8. Fundraising activities
9. School-sponsored or school-related events
10. Any other location on school property

Competitive foods, including "A la carte offerings" to students shall be nutritious and comply with USDA and Commonwealth of Massachusetts school nutrition regulations. In cases where the USDA and Massachusetts school nutrition regulations differ, the stricter standard shall be required. These regulations apply to "foods and beverages sold from midnight before to 30 minutes after the school day."

Organizations affiliated with the Franklin Public Schools and any other after-school events held on school grounds 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.

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, bullying and 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, bullying and violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, suicide prevention, 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, bullying and violence prevention, physical activity and fitness, nutrition, disease control and prevention, mental health, suicide prevention, tobacco, alcohol and other drugs, growth and development, reproduction/sexuality, and community and public health.

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 no less than once per 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 Learning (SEL):

The Franklin Public Schools utilizes a multi-tier system of supports to provide high quality, evidence-based instruction and interventions in the core competencies of SEL including: Self-Awareness, Self-Management, Responsible Decision Making, Social Awareness, and Relationship Skills.

The District's approach to implementing SEL includes:

- programming to develop positive and inclusive school climates and cultures,
- direct instruction for SEL skill acquisition,
- appropriate integration of SEL strategies into academic work, and
- targeted interventions designed to support students in acquiring skills.

The Franklin Public Schools offer a variety of curricular and non-curricular programs to help all students acquire SEL skills. At the elementary level, these include but are not limited to: Responsive Classroom, SEL Lessons, and our district-wide health and physical education program.

At the secondary level, all students participate in advisory programming as well as developmental guidance, SEL lessons, Responsive Classroom, and our district-wide health and physical education program. Additionally, secondary schools offer a variety of clubs and activities.

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 the 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 from meetings shall be kept in the Superintendent's office.

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 their designee will be assigned to ensure compliance with the standards of this Wellness Policy in their school. The Director of School Food Services will ensure compliance with nutrition policies within the school food service areas

The SWAC will conduct ongoing assessment of the wellness program every three years to help review policy compliance, assess progress, and determine areas of improvement. The district will, as necessary, revise the Wellness Policy (ADF) and develop work plans to facilitate its implementation.

MGL 223 Ch. 111, 105 CMR 215.00;
42 U.S.C. 11751 (Pub.L. 108-265, Title II and 204, June 30, 2004 118
Stat. 78.0;

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:	2/26/2013
Reviewed; Revised:	12/11/2014
Reviewed, Revised; Adopted:	3/22/2018

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
Adopted 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 their 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: EFD

MEAL CHARGE POLICY

The Franklin School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular (reimbursable) meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be provided to parents of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a second entrée, snack, ice cream, or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email, notice through the school office, or regular postal mail at regular intervals during the school year. Students with a negative balance may be reminded by the cashier of their account status in a confidential and developmentally appropriate manner. At no time shall any staff member give payment notices directly to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parent/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether

positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account or by speaking with the school food service director. The point of sale system is designed to prevent direct identification of a student's meal status. Parents can opt to receive automated low-balance emails and will receive mailed notices bi-weekly, if student balances exceed the value of three lunches. If notices do not result in payment, parents may receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students are not issued. Parents have the option to transfer funds to a sibling's or other student's account. After one (1) year, any remaining credit balance on a school lunch account for a student who is no longer enrolled in the Franklin Public Schools will become the property of the Franklin School Lunch Program to be used as a donation to offset uncollected debt.

Delinquent Accounts/Collections

Failure to maintain up to date accounts may result in a student's inability to participate in extra-curricular activities such as prom, banquets, dances, etc., especially those that are fee based. Graduating seniors with delinquent accounts may lose the ability to participate in senior week or other graduation related activities.

The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents and families are encouraged to apply for free or reduced price lunches for their child. Applications with instructions are available at each school and on the district's website

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL [71:72](#); USDA School Meal Program Guidelines May 2017

CROSS REFS: [JQ](#), Student Fees, Fines & Charges

EFD-R, Meal Charge Policy & Procedures

SOURCE: MASC February 2018

Adopted by School Committee 6/26/18

MEAL CHARGE POLICY AND PROCEDURES

The Franklin Public Schools believes that no child should be denied a reimbursable meal regardless of their ability to pay at the time the meal is served. Food services is a self-supporting entity within the district and provides oversight and accountability for the collection of outstanding student meal balances.

Prices for school meals are set by the Franklin School Committee within the parameters of federal and state regulations and can be found on the District's website.

KEY TERMS

- **Reimbursable Meal:** A reimbursable meal contains at least three (3) of the five (5) offered meal components (grain, meat/meat alternative, fruit, vegetable, and milk). In addition, one of these components must be a fruit and/or vegetable.
- **Non-Reimbursable Meal:** Non-reimbursable meals are not part of the USDA School Nutrition Program and do not qualify for free or reduced price. These meals cannot be charged and must be paid for at the time of sale with cash or check or via pre-paid funds on account. A meal that does not contain at least three (3) of the five (5) offered meal components (grain, meat/meat alternative, fruit, vegetable, and milk) and does not include a fruit and/or vegetable as one of those components is considered a non-reimbursable meal.
- **Second Meals:** An additional meal consisting of one (1) or more components of the offered meal sold on an a la carte basis. Second meals are not part of the USDA School Nutrition Program and do not qualify for free or reduced price. Second meals cannot be charged and must be paid at full price at the time of sale with cash, a check or pre-paid funds on account.
- **A la carte Items:** A snack, bottled water, juice, milk (priced individually, not part of a reimbursable meal) or any single component of a meal. A la carte items do not qualify for free or reduced price and must be paid for at the time of sale with cash, check payable to Franklin School Lunch or pre-paid funds on account.
- **Free Meal:** A reimbursable meal (breakfast or lunch) served to a student who is directly certified or approved as eligible for Free meal benefits.
- **Reduced Price Meal:** A reimbursable breakfast priced at 30 cents or a reimbursable lunch priced at 40 cents served to a student who is directly certified or approved as eligible for reduced meal benefits.
- **Online Pre-paid Account:** An account on MySchoolBucks.com, a free online service that enables parents/guardians to access their student's school lunch account, view recent transactions and account balance, setup low balance alerts and automatic payments, and make pre-payments on account by e-check or major credit card. The account is free, however there is a small transaction fee charged by myschoolbucks.com for online payments. Only one fee is charged when multiple family members' accounts are loaded at the same time. The transaction fee is collected by myschoolbucks.com and does not benefit the Franklin Public Schools or Franklin School Lunch Program.
- **School Meal/School Lunch Account:** An account assigned to every student in the district, regardless of whether or not they participate in the school meal program. Students access their account by keying in their unique ID on PIN pads located at each register. Cashiers can

also look up accounts by entering a student's last name. Data required to be reported to federal and state agencies is maintained through the Point of Sale (POS) system. Student eligibility status and other personal information is securely contained within the school meal account to assure confidentiality.

- **Good Standing:** A school meal/lunch account with a zero or positive balance.
- **Payment:** Cash or check paid daily for school meals or a la carte items, or with pre-paid funds on account.
- **Pre-payment:** Funds on account. Pre-payment is accepted in the form of cash or a check payable to "Franklin School Lunch" at any register, or through the online pre-payment service (MySchoolBucks.com) using an e-check or major credit card.
- **Charge:** Purchasing a reimbursable meal without making payment at the time of purchase with cash, a check, or pre-paid funds on account.

METHOD OF PAYMENT

Meeting children's nutritional needs is an important part of their learning experience. The responsibility for remembering the payment for meals rests with the parent or guardian.

Franklin Public Schools accepts pre-payments of cash or check payable to Franklin School Lunch at any register or e-checks and major credit cards via MySchoolBucks.com, our online pre-payment service. Cash or check at the time of purchase is also accepted at any register.

Parents/Guardians are encouraged to sign up for a free online account with MySchoolBucks.com. This service provides access to families to view recent transaction history, request e-mail alerts for low balances, make payments and pre-payments to a student's account and set up automatic deposits to a student's account. There is a small transaction fee that is charged by MySchoolBucks.com for online payments, however the Franklin Public Schools does not benefit from or collect those fees. Information on accessing MySchoolBucks.com is available on the Food Service Office website.

STUDENTS WITH A FREE MEAL OR REDUCED MEAL STATUS

- The federal school lunch program allows a free eligible student to receive one reimbursable breakfast (at those schools with a breakfast program) and one reimbursable lunch at no charge each day. Reduced eligible students can receive one reimbursable school breakfast (at those schools with a breakfast program) at the reduced price of \$.30 and one reimbursable lunch at the reduced price of \$.40.
- Students are required to take a reimbursable meal in order to receive it at no charge or reduced price.
- If a student does not take a reimbursable meal, the meal does not qualify for free or reduced price status and full price must be paid with cash, check or pre-paid funds at the time of sale. If the student does not have cash or pre-paid funds on their account, the meal will be charged at full price to the student's account resulting in a negative balance.

STUDENT ACCOUNTS

Any student whose school meal account has a zero or negative balance will be allowed to charge a

reimbursable meal. Charging a reimbursable meal will result in a negative balance on the student's account until funds are added to bring it current.

Based on guidelines 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.

The Food Service Office is responsible for ensuring that the School Meal/Lunch Accounts are properly managed and accurately reported. The cafeteria managers and Food Service Office will monitor student school meal accounts with the goal of eliminating negative balances and delinquent accounts. Students with a negative balance may be reminded by the cashier of their account status in a confidential and developmentally appropriate manner. When an account has a negative balance the cafeteria manager or School Office may send a letter or e-mail to the parent or guardian of the child. If no payment or collection is made, the Food Service Department or the School Office will contact the parent or guardian in an attempt to settle or collect the unpaid balance.

If a student is without meal money on a consistent basis, the administration may take further action as needed. Parents and families are encouraged to apply for free or reduced price meals for their child(ren). Information on applying for free or reduced meals is available on the Food Service Office website. Free or Reduced lunch applications are available at each school and online and can be completed at any time throughout the school year.

The Food Service Department will make every effort to collect unpaid balances and will contact parents/guardians via e-mail, regular postal mail or phone regarding deficit balances. Parents/guardians are encouraged to contact food services directly to discuss payment options.

Student negative balance amounts are retained in the NutriKids POS meal system until resolved. That account information is available either online or through the Food Service Office at 508-613-1477. Account balances are updated daily. Payments may take up to 24 – 48 hours to appear on the student's account and to update on the registers at the child's school.

All outstanding school lunch account balances must be paid in full prior to the end of the school year. If further collection actions are needed, the Food Service Director will bring the issue to the School Principal and/or School Business Administrator for further collection actions which may involve referral to a collection agency. 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). If necessary, the School Business Administrator shall cause a journal entry to be made to charge the uncollected debt to the School budget appropriation.

CREDIT BALANCES AND REFUND POLICY

If a student has funds on a prepaid account, any balance at the end of the year will carry over to the following school year. Any balances can be transferred to another student (sibling, friend or neighbor), however, refunds are not issued. Transfers can be requested by calling or e-mailing the Food Service Office.

After one (1) year, any remaining credit balance on a school lunch account for a student who is no

longer enrolled in the Franklin Public Schools will become the property of the Franklin School Lunch Program. The funds will be used as a donation to the School Lunch Program to offset uncollected debt.

Adopted by School Committee: 6/26/18

File: JQA

FINANCIAL ASSISTANCE POLICY

While the Franklin School Committee has found it necessary to institute fees for various school programs and activities, the Committee strongly believes that all students should have the opportunity to participate in curricular and extracurricular activities regardless of economic circumstances. As a result, financial assistance for school-related fees is made available to students who qualify through the centralized application process. The goals of this application process are:

1. To establish an objective financial assistance program for all students and families;
2. To allow families a single point of contact and status determination within the School District;
3. To adhere to a standard of confidentiality throughout the District;
4. To avoid any violation of the USDA School Lunch program by using Free and Reduced Lunch applications without authorization to determine eligibility for assistance for programs other than Food Services and Transportation.

NOTE: Students who qualify for Free/Reduced Lunch status may complete an *Information Sharing Agreement* with the District to authorize FPS to use a student's Free/Reduced status for waivers of school program fees except preschool. Families seeking financial assistance for preschool tuition must complete this application. Families who sign the *Information Sharing Agreement* **do not** have to complete this application in order to receive financial assistance. Under Massachusetts General Law, a student who qualifies for a Free or Reduced lunch automatically qualifies for a waiver of the transportation fee.

Financial assistance is offered system wide to eligible families and covers certain district-level program fees (transportation, athletics, extracurricular fees, and preschool tuitions.) While financial assistance may be granted according to income guidelines, a minimum non-refundable registration or participation fee may be required for fee-based activities and programs. Additionally, financial assistance for preschool tuition will be capped at the discretion of the Superintendent in consultation with the School Committee and based on the budgetary impact for the fiscal year as well as programmatic expenses and space availability.

The amount of financial assistance that a family may qualify for is based on the total household income as it relates to the Federal Poverty Guideline in any given year. The following table is how the amount of financial assistance is determined:

Household Income Relative to Federal Poverty Guideline	Determination Status	Family Will Pay:
At or below 1.3 times the Poverty Guideline	90% fee reduction for preschool only	10% of the preschool program fee
1.5 times the Poverty Guideline	75% fee reduction	25% of the program fee
2 times the Poverty Guideline	50% fee reduction	50% of the program fee
2.5 times the Poverty Guideline	25% fee reduction	75% of the program fee

The district's Financial Assistance Program is based on the US Department of Health and Human Services Poverty Guidelines. The US Department of Agriculture also uses these guidelines to determine the Free and Reduced Lunch eligible income levels. The district expanded the poverty level by a multiplier to better match Franklin's income level and assist families whose income is greater than those established by the Free and Reduced Lunch Guidelines. To access the Federal Poverty Guidelines, click on the following link:

<https://aspe.hhs.gov/poverty-guidelines>

To access the Financial Assistance Application, please go to the Franklin Public Schools website and click on the [***Financial Assistance Information***](#) link.

Exclusions:

This Franklin Public Schools Financial Assistance Program does not include:

- Tuition-based programs other than Preschool. (ie. Solutions, Music Academy, Summer programs, Summer Athletics, etc.).
- Student clubs and activities that have additional fees such as ski club, class dances, senior week activities, yearbook purchases, and athletic wear (other than uniforms), etc.
- Student travel programs, including overnight trips. (Curricular field trips that take place during the school day in conjunction with classroom instruction shall be at no cost to students/families.)
- PSAT, SAT, AP Exams and other fees charged by outside organizations.
- Fines for lost or damaged books, IDs, chromebooks, chromebook insurance, or other fines.

Financial assistance for school-level expenses may be available for the above programs.

Financial assistance at the building level is at the sole discretion of the school Principal/Program Director based on (1) eligibility determined by the Business Office and (2) the availability of funds, which are typically limited. Parents must check with the Principal/Program Director on the availability of funds for each fee reduction or waiver request.

FINANCIAL ASSISTANCE APPLICATION AND PROCEDURES

Process for Applying

There are two ways to receive financial assistance:

1. through the Free/Reduced Lunch program by completing an *Information Sharing Agreement*,

OR

2. by completing this application. If you qualify for Free/Reduced Lunch and submit the *Information Sharing Agreement*, you **do not** need to file this application.

Financial Assistance Applications must be completed each school year. The application is available online and copies are available from the Business Office and from individual school offices. Families should continue to register according to posted program deadlines to ensure that the ability to participate in a program is not missed while the application is being processed.

The District will also verify sources of income or other holdings through public agencies and public records as may be necessary to make a determination.

All documents are kept confidential and are not included in any student file. All documentation is retained for four years and then shredded and destroyed.

Completion of all information is necessary in order to make a determination. Incomplete applications will not be processed.

When to Apply

Applications are processed by the Business Office as they are submitted throughout the school year and we make every effort to process them quickly to be responsive to families' needs. To ensure that your student is approved to participate at the start of any activity during the year it is best to submit the application prior to the start of the school year. However, in no event should you apply for financial assistance for a specific activity less than two (2) weeks prior to the start of that activity so there is no delay in your student's ability to participate.

Where to Apply

All applications must be submitted to the following address:

Franklin Public Schools
School Business Office
Attn: Financial Assistance
355 East Central Street
Franklin, MA 02038

Determination of Income

The Franklin Public Schools Financial Assistance Program determines income based on the income of **ALL** household residents. Everyone living in your household is required to submit income documentation including domestic partners, relatives, and any other individuals residing at the address. The District has a single application procedure for all school fees for the full school year (School Lunch being the only exception). No employee, coach, or staff member has the authority to waive any fees or charges without the income determination letter provided by the Business Office.

If you have any questions regarding the application process, please contact the Business Office at 508-553-4825.

Once a determination as to eligibility for assistance is made, you will be notified of the decision in writing. Please allow at least two weeks for processing.

Required Documentation

Copies of the following required documentation must be submitted with your application. (please **do not** send originals). Required documentation of household income includes but is not limited to the following:

1. **Internal Revenue Service TRANSCRIPT for the most recent tax year, for all adults residing in the household. Call 800-908-9946 or visit: <https://sa.www4.irs.gov/irfofra/start.do;jsessionid=mHkJcM8EAhRddGZUergB7fRS>**
 1. See instructions on the Document Checklist attached to the Application Form.
2. **The most recent two month period of paychecks/income for each resident of the household who is employed.**

Other Supporting Documentation

The following are additional documents you may submit, or be asked to submit, if they apply to your circumstances. These documents are not required but if you have one or more of them please submit them with your application to help expedite the process:

- Unemployment Compensation and Severance Pay for any member of the household;
- Supplemental Security Income (SSI) and Disability Income;
- Alimony and Child Support Agreements;
- Transitional Assistance Letters and Benefits (issued in August);
- Franklin Housing Authority Income Determination Letter;
- Section 8 Housing Voucher;
- Valid Employment Contract if not paying taxes;

- Documentation of income from parties who do not reside with the household but who are providing financial support;
- Documentation of guardianship and foster child status;
- Any other documentation to demonstrate a change in income or financial status since the most recent tax return, such as unemployment compensation, layoff notice, payroll statements showing reduced earnings, etc.

Foster Children are considered as one household and are not included as a member of the family with whom they are residing nor in the household income of the custodial parent;

Non-Custodial Parent income is considered when one parent receives the tax deduction for the dependent and there is no record of child support.

Unearned income, gifts, donations, family support (e.g. rent-free housing, money, etc.) from outside of the domicile must be reported as financial support.

Determinations are based solely on household income and do not take into account mortgage payments, property value (unless zero income is reported), college tuitions, or household expenses.

If you need guidance in making an application for financial assistance or cannot provide the documentation items above, please contact the Business Office.

Other Financial Assistance available in Massachusetts

Department of Transitional Assistance: Supplemental Nutrition Assistance Program or SNAP is the name for the Food Stamp Program. If you live in Massachusetts, you can apply for SNAP/Food Stamps online at <http://www.mass.gov/snap>. To get more information about SNAP/food stamp benefits and an application, call the Department of Transitional Assistance SNAP Benefits Hotline at 1-866-950-FOOD (3663). SNAP benefits are available for qualified Massachusetts residents.

[Click here for application](#) - please print and fill out.

Adopted by School Committee: 6/26/18

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 their 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 their 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

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 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

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 the 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 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

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, designated school personnel shall:

- Conduct evaluations of the student’s skills.
- 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.
- Implement state requirements for assessment of English Language Learners.
- 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;
M.G.L. c. 71A, and related regulations

Reviewed, revised: 3/9/16

HOME SCHOOLING

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 their 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 extracurricular 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

Reviewed, no revisions 3/9/16

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 Franklin 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 Administrative Procedures for Student Travel, which may be amended by the Superintendent as needed, 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 their designee in accordance with the Administrative Procedures for Student Travel;
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

Reviewed; no revisions 5/9/16

Reviewed; Revised: 2/27/2019

File: IKB

HOMEWORK POLICY

The Franklin Public Schools recognize that meaningful and purposeful homework assists a student in the reinforcement and extension of learning and provides an opportunity for families to better understand the academic work of children at their grade level.

The Franklin Public Schools are committed to the education of the “whole child” and recognize that students are active in many areas of daily life such as extra-curricular offerings, athletics, artistic and cultural endeavors, and participation in family routines and events. These pursuits help to develop students with strong social-emotional skills and will further instill a love of learning about topics of personal interest. Homework practices that are implemented in classrooms should both recognize the value of homework and maintain a developmentally appropriate balance between homework and other life activities.

As such, homework assignments should be:

- Appropriate in time and frequency for the developmental stage of the child
- Meaningful, relevant and aligned with work in the classroom
- Have a clearly articulated purpose, educational objective and learning expectations
- Personalized to meet the needs of the learner

- Structured to provide students with feedback that leads to improved learning
- Consistent, to a reasonable degree, across grade levels and among classrooms
- Aligned with current research on best practice as well as school and District policies

Professional staff in grades 6-12 are encouraged to consult with each other to the extent possible regarding planning of homework and projects to strive for a manageable workload for students.

Homework should be used only as a learning tool, may not be used for punishment, and students should not lose privileges, including recess, for not completing homework.

Adopted by School Committee: 7/18/17

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

Reviewed, no revisions 8/18/16

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

Reviewed, no revisions 8/18/16

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

Reviewed, no revisions 8/18/16

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 the primary place where a person dwells permanently and is the place that is the center of his or her domestic, social and civic life. 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.

No person shall be excluded from or discriminated against, in admission to the Franklin Public Schools or in obtaining the advantages, privileges and courses of study to the Franklin Public Schools on account of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness

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
ID)

Record of recent mortgage
payment and/or property
tax bill.

Copy of Fully Signed Lease *and* record
of recent rental payment
(NB; School District reserves the
right to contact landlord to verify lease)

Landlord Affidavit *and*
recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

Evidence of Identification (Photo

Valid Driver's License

Valid MA Photo ID Card

Passport

Other Government issued Photo ID

The Principal, or their 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 of Franklin 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 of Franklin 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. 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 1

M.G.L. Chapter 76, Section 5

Reviewed, revised 2/7/12

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

Reviewed, revised 8/18/16

Reviewed, revised, adopted by School Committee 6/26/2018

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 school 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

Reviewed, revised 8/18/16

File: JFABE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (NEW)

In an effort to facilitate the placement, enrollment, graduation, data collection and provision of special services for students transferring into or out of the District because of their parents/guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The Franklin School Committee believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents'/guardians' frequent moves and deployment.

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service

of the United States, including members of the National Guard and Reserve serving on active duty.

Deployment means the period one month before the service members' departure from their home station on military orders through six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements, applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active duty personnel, active duty personnel or veterans who have been severely injured and medically discharged, and active duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. [15E](#);

Interstate Compact on Educational Opportunity for Military Children

Adopted by School Committee: 10/23/2018

File: JFABF

EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (NEW)

The purpose of this policy is to ensure the educational stability of students in foster care and their equal access to the same free and appropriate public education through high school graduation as provided to other students as required by law. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the Franklin School Committee is committed to supporting district and community efforts to ensure that students in foster care have access to high quality, stable educational experiences.

The law requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different). The law also requires that when it is not in the student's best interest to remain in the school of origin, the student is immediately enrolled and attending in a new school district, even if records normally required for enrollment cannot be quickly produced. Additionally, this requires the Department of Children and Families (DCF), The Department of Elementary and Secondary Education (DESE), and the school district to designate points of contact; and also that the district collaborate with DCF to ensure that students will receive transportation to the school of origin if needed.

Best Interest Determination

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (and if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when different) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and take into account a variety of factors. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care. However, if there is disagreement regarding school placement for a student in foster care, DCF will finalize the best interest determination.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. Under the law, to promote educational stability, students should continue to attend their schools of origin while best interest determinations are being made.

Transportation

The district of origin must collaborate with DCF on how transportation will be provided and arranged to ensure that students in foster care who need transportation to remain in their school

of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

Immediate Enrollment

If it is in the best interest of a student in foster care to leave the school of origin, the student must be enrolled in school in the local school district immediately. To minimize disruption of the student's education, the law requires the district to enroll the student in a new school right away, without waiting to receive the typical student enrollment documentation (other than emergency contact information). The enrolling school must immediately contact the child's school and district of origin to obtain the relevant records and documentation, and the school and district of origin should immediately transfer those records.

To facilitate enrollment, DCF representatives will present the district with a form that indicates that the student is in foster care, along with their state-agency identification badge, when enrolling students.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008
(Fostering Connections Act)

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

Reviewed, no revisions 8/18/16

The Franklin Public Schools is committed to being a diverse and inclusive community and respects the rights of students to express themselves through their dress.

As such, the responsibility for the dress and appearance of the students will rest with individual students and their parents. They have the right to determine how the student will dress provided that their attire meets minimum requirements for health and safety and does **NOT**:

- Defame, demean or promote violence or aggression against any individual or group
- Promote the use of alcohol, drugs or tobacco products
- Reference sexually provocative or explicit content
- Cause disorder or disruption in the school

Guidelines for student dress, which will be developed and enforced by the administration in individual schools, shall be written in a manner free from discrimination on the basis of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness .

School administrators are authorized to take action in instances where students' attire does not meet the stated requirements. Enforcement of the dress code should be done in the least restrictive manner so as to reduce disruption to the student's school day, minimize the loss of instructional time, and preserve the respect and dignity of both the student and school community.

Adopted by School Committee: 12/13/16

Reviewed, Revised 5/1/2018

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; 10/4/16

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, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness. 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, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, genetic information, disability, pregnancy or a related condition, socioeconomic, homelessness, physical appearance, academic standing, mental, physical development 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, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or a related condition, veteran status, age, or homelessness . 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 themselves 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 their 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 their 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 their 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, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, genetic information, disability, pregnancy or a related condition, socioeconomic, homelessness, physical appearance, academic standing, mental, physical development 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

Reviewed; no revisions 10/4/16

Reviewed, Revised 5/1/2018

File: JICH

ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

The Franklin School Committee recognizes that substance use and abuse, including alcoholism and chemical dependency, is a pervasive health issue with physical, emotional, social and legal implications that deter individuals from realizing their potential. The Committee also recognizes the unique impacts of substances, including alcohol, marijuana and other controlled substances on the developing brain until the early twenties. To understand the risks associated with psychoactive substances in adolescents, it helps to understand that teenagers are not just less-experienced adults; they are undergoing an important yet challenging developmental stage in which they are prone to errors of judgment, and sensitive to neurological assault by psychoactive substances. Alcohol and chemical dependency is a disease that affects not only the individual but family, friends, associates, and the community at large. Solutions to this problem must involve a collaborative effort among schools, parents, the community, community organizations and law enforcement agencies.

Because the presence or use of controlled substances in schools impacts the physical and emotional safety of not only the individual student, but the larger school community, a student shall not, regardless of the quantity, use or consume, possess, buy, sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; any controlled substance; or drug paraphernalia. The School Committee prohibits students from possessing, using, consuming, distributing, selling, arranging for the distribution or sale, or being under the influence of alcohol, tobacco products, vapor/E-cigarettes, drugs or drug paraphernalia on school property, at any school function, or at any school sponsored event.

As part of its commitment to substance abuse education and prevention, the Franklin Public Schools will provide educational programs so students are made aware of the physical, emotional,

social and legal impacts of substance use and abuse including alcohol, marijuana, opioids and other controlled substances and the schools will provide programming designed to increase students protective factors against substance abuse including comprehensive Health Education and Social Emotional Learning programs as well as a variety of extracurricular activities to engage students in positive experiences. Additionally, the schools will provide educational materials to students and families which include resources and programs to support prevention, treatment and recovery from substance abuse. The Franklin Public Schools will engage in partnerships with community organizations and state and local agencies to support students and families around substance use and abuse prevention and treatment.

Franklin Public Schools provides a safe haven for students who seek treatment for substance abuse. As such, no student who seeks out treatment for substance abuse shall face disciplinary action. However, seeking treatment after a violation of the school and district code of conduct shall not exempt a student from disciplinary action.

Any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, or consumes or is in possession of a controlled substance, will be barred from that activity, may be subject to disciplinary action and may be referred to law enforcement agencies. Principals, at their discretion, may consider participation in and completion of treatment programs in lieu of or in order to reduce penalties for having violated the district substance abuse policy.

Recognizing that overdose from opioids plays an increasing role in the death of Massachusetts residents, the Franklin Public Schools shall maintain a plan for addressing medical emergencies in its schools resulting from overdose.

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

LEGAL REF.: M.G.L. 71:2A; 71:96; 272:40A, 71:37H

CROSS REF.: IHAMA, Teaching About Alcohol, Tobacco and Drugs
GBEC, Drug Free Workplace Policy
JLCCB, Wellness Policy
JAB, Handbooks are Policy
MIAA Handbook: RULE 62: Student (and Coach) Eligibility: Chemical
Health/Alcohol/Drugs/Tobacco

Adopted by School Committee: 7/18/17

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 3/4X

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

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

Reviewed; revised: 10/4/16

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

The Franklin Public Schools are committed to creating a safe environment for all students participating in athletic activities and are committed to providing a comprehensive approach to the prevention and management of sports-related head injuries within the school district. 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) Massachusetts Interscholastic Athletic Association 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 their treating physician that the student 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

Reviewed, revised 4/3/17

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 their 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

PHYSICAL RESTRAINT OF STUDENTS

Restraint Prevention and Behavior Support Policy and Procedures (Based on 603 C.M.R. 46.00, effective January 1, 2016, and DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015)

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I. OVERVIEW

The Franklin Public Schools (“the District”) seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent

or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication Restraint: the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting is not medication restraint.

Physical Escort: a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

Physical Restraint: direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Principal: instructional leader of a public school education program or his or her designee.

Prone Restraint: a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

Seclusion: involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined below.

Time-Out: a behavioral support strategy, developed pursuant to 603 CMR 46.04(1), in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, provides the following additional definitions pertaining to time-out:

Inclusionary time-out: when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

Exclusionary time-out: the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

III. PROHIBITIONS

Medication restraint, mechanical restraint, and seclusion are prohibited in all public school education programs. Prone restraints shall be used only in accordance with 603 CMR 46.03.

IV. SPECIFIC RIGHTS

Neither 603 C.M.R. 46.00 nor this policy prohibits: (1) any teacher, employee or agent of the District from using reasonable force to protect students, others or themselves from imminent, serious, physical harm; (2) any individual from reporting to appropriate authorities a crime committed by a student or other individual; (3) law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or person alleged to have committed a crime or posing a security risk; or (4) an individual from reporting neglect or abuse to the appropriate state agency, pursuant to M.G.L. c.119 § 51A. 3

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

DESE's Technical Assistance Advisory SPED 2016-1, issued on July 31, 2015, explains the differences between "inclusionary time-out" and "exclusionary time-out" as follows:

"Inclusionary time-out": when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom.

The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.

If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.

"Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

"Exclusionary time-out": the separation of the student from the rest of the class either through complete visual separation or from actual physical separation.

The following requirements apply to the use of "exclusionary time-out":

- "Exclusionary time-out" may be used only for the purpose of calming;
- During "exclusionary time-out," the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for "exclusionary time-out" must be clean, safe, sanitary and appropriate for calming;
- *Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting;*
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously

observe and communicate with the student as appropriate to determine when the student has calmed;

- *Students must never be locked in a room;*
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

Physical restraint is considered an emergency procedure of last resort. This means that it may be used only when the student’s behavior poses a threat of assault or imminent, serious, physical harm to self and/or others; and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

Physical restraint may never be used for punishment. Physical restraint may not be used as a response to a student’s property damage, disruption of school order, refusal to comply with rules/directions, or verbal threats unless the above harm standard is also met.

Brief physical contact to promote safety is not considered a restraint. DESE’s *Question and Answer Guide to Implementation of 603 CMR 46.00, The Regulations for the Prevention of Physical Restraint and Requirements if Used*, issued on July 31, 2015, states that “brief physical contact to promote safety refers to measures taken by school personnel consisting of physical contact with a student for a short period of time solely to prevent imminent harm to a student, for example, physically redirecting a student about to wander on to a busy road, grabbing a student who is about to fall, or breaking up a fight between students.”

Physical restraint may not be used as a standard response for any student. No IEP or written behavioral plan may include physical restraint as a standard response to any behavior.

Safety

To ensure student safety, staff will review and consider a student’s medical and psychological limitations, known or suspected trauma history, and/or behavior intervention plans. Physical restraint will not be used when it is medically contraindicated for reasons including, but not limited to, communication-related disorders, asthma, seizures, cardiac condition, obesity, bronchitis, or risk of vomiting.

During a physical restraint, staff will continuously monitor the student’s physical status, including skin temperature, color, and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever

possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

The School Nurse will assess the student following a physical restraint.

Duration

A physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student demonstrates or expresses significant physical distress (e.g., difficulty breathing, sustained or prolonged crying, sustained or prolonged coughing). If a student demonstrates or expresses significant physical distress, staff will release the restraint and seek medical assistance immediately. For any student to be restrained for more than twenty (20) minutes, staff must obtain the Principal's approval. This approval must be based on the student's continued agitation justifying the need for continued restraint.

Follow-up

Follow-up procedures will be implemented after the release of the student from physical restraint. These will include reviewing the incident with the student to address the precipitating behavior, reviewing the incident with staff who administered the restraint to discuss whether proper restraint procedures were followed, and considering whether any follow-up is appropriate for students who witnessed the incident.

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3)

there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

Floor restraints are prohibited unless the staff administering the restraint have received in-depth training in accordance with 603 C.M.R. 46.04(3), and these trained staff members determine that such method of restraint is required to provide safety for the student or others.

VII. REPORTING PHYSICAL RESTRAINT USE

All physical restraints, regardless of duration, will be reported.

Reporting within School and to Parents

The reporting process within the school and to the student's parents is as follows: The staff will immediately verbally inform the Principal, and the Principal will make reasonable efforts to verbally inform the student's parents within 24 hours of the restraint. The staff will file a detailed written report no later than the next school day, and the Principal will e-mail or mail the written report to the parents within three (3) school days of the restraint. There are no individual waivers permitted for these reporting requirements.

Report Contents

The report will include: names and job titles of those involved, including observers; date and time the restraint began and ended; the name of the administrator who was verbally informed; the name of the Principal or designee who approved extending the restraint beyond twenty (20) minutes, when such approval was obtained; what was happening before the restraint; the efforts staff used to prevent escalation of the student's behavior, including the specific de-escalation strategies that the staff used; the alternatives to restraint that staff attempted; the justification for initiating the restraint; a description of the holds used and why they were necessary; a description of the student's behavior and reaction during the restraint, and any medical care given; information regarding any further actions the school has taken or may take; and information regarding opportunities for the student's parents to discuss the restraint with the school.

Reporting to the Department of Elementary and Secondary Education

The reporting process to the Department of Elementary and Secondary Education (DESE) is as follows: The District will report to DESE all restraints that result in serious injury to either a student or a staff member within three (3) working days of the restraint. Additionally, the District will provide DESE with an annual report of its physical restraint use.

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

Two types of administrative reviews will be conducted in regards to the use of physical restraint. The Principal will conduct a Weekly Individual Student Review and a Monthly School-Wide Review.

Weekly Individual Student Review

A Weekly Individual Student Review will be conducted in regards to any student who has been restrained multiple times during the week. The Principal will convene a review team to assess the progress and needs of any such student, with the goal of reducing or eliminating future restraint. This team will review and discuss the written restraint reports, analyze the factors that led to the restraint, consider the factors that may have contributed to the escalation of the student's behavior, and develop a written action plan.

Monthly School-Wide Review

A Monthly School-Wide Review will also be conducted by the Principal. In this review, the Principal will consider patterns of restraints, number of restraints, duration of restraints and any injuries caused by restraints. The Principal will assess whether the restraint prevention and management policy needs to be modified and/or whether there is a need for additional staff training on restraint reduction and restraint prevention strategies.

IX. TRAINING REQUIREMENTS

General Training

The Principal will ensure that all staff receives training on the District's Restraint Prevention and Behavior Support Policy and Procedures and the requirements for the use of restraint. This training will comply with the requirements of 603 C.M.R. 46.04(2).

In-Depth Training

The Principal will identify and authorize certain staff to serve as a school-wide resource to assist in ensuring the proper administration of physical restraint. These identified staff will participate in an in-depth training that complies with the requirements of 603 C.M.R. 46.04(3) and 603 C.M.R. 46.04(4).

- a) Appropriate procedures for presenting the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;
- b) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
- c) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;
- d) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;
- e) Demonstration by participants of proficiency in administering physical restraint; and,
- f) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

X. SPECIFIC PROCEDURES

The District has developed and implemented specific procedures regarding appropriate responses to student behavior that may require immediate intervention.

Methods to prevent student violence, self-injurious behavior, and suicide (individual crisis planning, de-escalation techniques)

Through the implementation of the Multi-Tiered System of Support (MTSS), the District strives to ensure all students' social, emotional and academic needs are met while in the school setting.

All school buildings have the support of either a school psychologist and/or a school adjustment

counselor who is able to support individual students, consult with teachers and assist families. Additionally, subject to eligibility under the Individuals with Disabilities Education Act (“IDEA”) and/or Section 504 of the Rehabilitation Act of 1973 (“Section 504”) students individual needs can be addressed through the identification, evaluation and placement process, which provided for individual service and/or accommodations for eligible students.

Some of the ways the staff is trained to prevent violent, self-injurious behavior and suicide are as follows:

- Training provided to staff on De-escalation Strategies
- Documentation in the District Curriculum Accommodation Plan (DCAP)
- Referrals to community resources

Alternatives to physical restraint (verbal prompting, physical escort, time-out, de-escalation techniques)

Through the implementation of MTSS students may be provided with individual behavior support plans, direct instruction and/or special education or related supports. Our goal is to teach students the skills they require to access and progress in the curriculum. Each building has staffs members identified who have received the in-depth restraint training that instructs them on extensive de-escalation strategies. This training also provides them with an understanding of challenging behaviors and manners of prevention.

Description of physical restraints used in emergency situations

Through the training provided to staff through Safety Care the following restraints may be used as an emergency procedure of last resort:

- 1-Person Stability Hold
- 2-Person Stability Hold
- Forward Escort
- Reverse Escort
- Seated Stability Hold
- 1-Person Seated Stability Hold
- 2-Person Seated Stability Hold
- Chair Stability Hold
- Leg Wrap

For more information please see the Safety Care Training Manual located in the Student Services Office.

Restraint notification procedure

Following the administration of a restraint the following steps must be taken:

- All staff involved and the student must be seen by the nurse to assess for any injuries.
- The Principal will make reasonable efforts to verbally inform the student’s parents within 24 hours of the restraint.
- The staff will file a detailed written report no later than the next school day.
- Principal will email or mail the written report to the parents within three (3) school days

of the restraint.

- A copy of the restraint report will be provided to the following people:

- Parent (via US Mail or email address on file)
- Principal
- Director of Student Services

Methods to engage parents in discussions about restraint prevention and the use of restraint solely as an emergency measure

- Parents will be provided an opportunity to respond to the written incident report either in writing or in person. They should contact the principal directly who can arrange this.
- Information on the District's restraint procedures will be shared with the Joint Parent Communication Council (JPCC) and the Special Education Parent Advisory Council (SEPAC).
- Parents can always request to meet with the building Principal or the Director of Student Services if they have more questions regarding restraint prevention or the use of restraint.

Restraint Complaint Procedure

Any individual who wishes to file a regarding physical restraint practices should immediately report their concern promptly to the school principal or designee. The building principal will promptly investigate the complaint and provide the complainant notification of the outcome of the complaint within a reasonable time period of receipt of the complaint.

REF: Legal Authority: 603 C.M.R. § 46.00 DESE Technical Assistance Advisory SPED 2016-1, July 31, 2015 Effective 1/1/16.

Reviewed, Revised, Adopted by School Committee: 11/15/16

Reviewed, Revised, Adopted by School Committee: 5/28/19

Reviewed, Revised, Adopted by School Committee: 8/13/19

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

Reviewed, no revisions 4/26/17

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 medical conditions 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 medical conditions 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

Reviewed, revised 4/26/17

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

Reviewed, no revisions 4/26/17

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

Reviewed, no revisions 4/26/17

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

Reviewed, no revisions 4/26/17

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 on the last day of the school year.

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. or LPN (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

Reviewed; revised: 7/11/17

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 develop the Allergy Action Plan with the information provided by the health care provider and with consultation with the parent/legal guardian. When completed, the plan should be signed by school nurse, parent/guardian and the primary care provider (for complex care). For the safety of the food allergic child, the parent/legal guardian should provide treats to be used in the school setting as appropriate.
4. 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.
5. 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.

6. 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.
7. 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:
 - a. "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."
8. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian may 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 (if provided) will be determined in each situation, including if the Epi-pen will be carried by the student.
9. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.
10. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.
11. 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.
12. 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

Reviewed; revised: 7/11/17

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

Reviewed; no revisions 7/11/17

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 their 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 as allergy free tables. 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. Encourage parent/guardian to inform school bus drivers of child's life-threatening allergy.
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. Ensure letters are sent 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.
- 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:

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 Franklin Public 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:
 1. Before or after school activity instructors
 2. Coaches
 3. Solutions Personnel
 4. 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. 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 their 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 their 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
Reviewed; revised: 7/11/17

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 their 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 them 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

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 their 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 their 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 their 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 their 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.

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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, their 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.

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 their 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: 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

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 TM
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/guardian 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 redirection 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."