HORACE MANN MIDDLE SCHOOL



Student & Family Handbook
2019-2020

Rebecca Motte – Principal
Craig Williams – Assistant Principal

If you need to receive a copy of this handbook translated in your spoken language, please contact the office at (508) 541-6230.

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

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

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

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

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AC: Harassment/Discrimination
ADC: No Smoking Policy
EBAB: Asbestos
EEA: Student Transportation Policy-Services and Eligibility
EFC: Free and Reduced Priced Food Services
GBAB: Acceptable Use for Students
IHB: Special Instructional Programs and Accommodations (Programs for Children with Special Needs)
IHBE: English Language Learners
IHBG: Home Schooling
IJOAA: Field Trips
JAB: Handbooks are Policy
JEA: Entrance Age
JFAA: New Resident Procedures
JFAAA-R: School Admission/Residency
JFAB: Student Moving Procedures
JFABE: Educational Opportunities for Military Children
JFABF: Educational Opportunities for Children in Foster Care

JH: Student Absences and Excuses
JICA: Student Dress Code Policy
JICF: Hazing
JICFB: Bullying
JICH: Alcohol, Tobacco, and Drug Use By Students Prohibited
JII: Student Complaints and Grievances
JJN: Head Injuries and Concussions in Extracurricular Activities
JKA: Corporal Punishment
JKAA: Physical Restraint of Students
JKG: Educational Services in the Home or Hospital
JLC: Student Health Services and Requirements
JLCA: Physical Examinations of Students
JLCB: Student Immunizations
JLCC: Communicable Diseases
JLCCB: Wellness Policy
JLCD: Administering Medicines to Students
JLCD-1: Anaphylaxis Procedure
JLCDD-E: Protocols and Guidelines for Management of Life-Threatening Food Allergies in the Franklin Public Schools
JLCDD: Managing Life-Threatening Food Allergies in the Educational Environment
JLF: Mandated Reporting of Suspected Child Abuse and Neglect Policy
JRA: Student Records
JRA-R: Student Records
JRAB: Access to Student Records for Non-Custodial Parents
JS: Educational Services to Students Identified as Homeless
JT: Electronic Device Policy
KI: Visitors to the Schools
Non-Violent Physical Crisis Prevention/Intervention

Message from the Principal

Dear Students and Parents/Guardians:

Welcome to Horace Mann Middle School!

We are pleased to present the 2019-2020 Horace Mann Student/Parent Handbook. This Handbook is a result of collaboration with the Annie Sullivan and Remington Middle Schools of the Franklin Public Schools, as well as Central Office. We hope that you will find this handbook to be a useful reference tool throughout the school year, as it contains school policies, rules, traditions and practices. It also contains district policies, state and federal regulations and laws. Please note that the final section of the Handbook contains the bullying and cyberbullying prevention policies and procedures of the Franklin Public Schools.

The beginning of the school year brings new challenges, experiences and exciting changes. Each year, we are given the opportunity to make a fresh start and renew our commitments. We also know that the beginning of the school year can bring a level of anxious anticipation and nervousness. It is our hope that the Student/Parent Handbook will answer any and all questions you may have, and allay some of that nervousness.

The HMMS Student/Parent Handbook is designed to inform students, parents/guardians, teachers, and all staff regarding the expectations, the policies, the rules/regulations and the laws that govern Horace Mann Middle School and the Franklin Public Schools. Following the policies and rules, understanding the regulations and laws, and meeting the expectations, as put forth in the Handbook, ensure that we provide an environment that is safe and appropriate for all students and staff.

If I can be of assistance at any time during the school year, please do not hesitate to contact me at (508) 541-6230, extension 2816 or motter@franklinps.net.

I wish each of you a happy, safe, and successful year.

Very truly yours,

Rebecca Motte,
Principal

Franklin Public Schools

School Committee

Dr. Anne Bergen, Chairperson
Ms. Denise Schultz, Vice Chairperson
Ms. Dianne Feeley

Dr. Monica Linden
Ms. Mary Jane Scofield
Mrs. Cindy Douglas
Ms. Gigi Zub

Central Office Administrators

Dr. Sara Ahern, Superintendent	(508) 553-4819
Mr. Lucas Giguere, Assistant Superintendent	(508) 553-4819
Ms. Paula Marano, Director of Student Services	(508) 553-4833
Dr. Joyce Edwards, Assistant Superintendent for Teaching & Learning	(508) 553-4824

Middle School Directory

Call (508) 541-6230 – then enter the appropriate extension number

Ms. Rebecca Motte, Principal	2816
Mr. Craig Williams, Assistant Principal	2846
Ms. Caitlin Van DeGiesen, Nurse	2640
Ms. Kerry Fanning, Special Education Team Chair	2818
Ms. Michelle Leach, School Psychologist	2661
Ms. Hannah Lubenow, Guidance Counselor	2885
Mrs. Beth Simon, Secretary	2869

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.
Absentee Line: (508) 541-6230, and then press 1.

NO SCHOOL SIGNAL

No School Announcements will be made over the following radio stations: WBZ-Boston, WOON-Woonsocket, WMRC-Milford, WPRO-Providence, and WCVB-TV Channel 5 and WBZ-TV Channel 4 between 6:30 and 7:30 a.m.

Horace Mann Middle School Fax Number: (508) 541-7071

HMMS Website: https://www.franklinps.net/horacemann

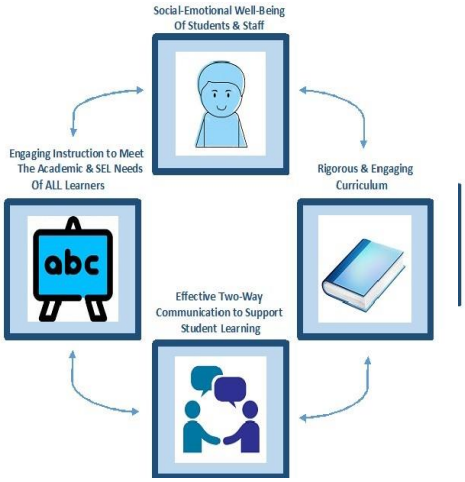
This handbook may be revised/changed or edited after publication.

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.

Horace Mann Middle School
Core Values

At Horace Mann Middle School we are committed to providing a caring and supportive environment for adolescents as they progress through their middle school years. The core values of HMMS guide our practices and decisions and will help inspire and develop well rounded students.

During the 2018-2019 school year, the Horace Mann Middle School staff spent time reflecting on our school community and school vision. Through this process we updated our core values.

Our Core Values:

★ Community
★ Growth
★ Achievement
★ Respect

Our Logo

The Horace Mann Middle School Lightning logo was adopted during the 2012-2013 school year. The process of selecting our logo ensured that all students and staff had a voice. We are proud to be Horace Mann Middle School - Home of the Lightning!

HORACE MANN MIDDLE SCHOOL
TRADITIONS

This section of our school handbook will be updated during the Fall of 2019 and reposted once completed

Six Pillars of Character

As part of the Horace Mann culture, our school strives to live by "The Six Pillars of Character". Our staff is committed to teaching the "whole student" through explicit teaching of the six pillars. **The HMMS Six Pillars of Character are:**

Trustworthiness

A student who exemplifies trustworthiness is one who:

- Has the resolve to make choices based on ethical principles even if another way is easier, personally beneficial, or unpopular.
- Makes all reasonable efforts to keep promises and commitments, so that others can rely on them to do what is asked.
- Is loyal to family and friends but reports issues that are unsafe and/or unhealthy.
- Encourages others to do what is right and to try new things even if it is hard.

Respect

A student who exemplifies respect is one who:

- Values the privacy and freedom of all individuals.
- Encourages others to make good choices about their own lives but lets them make their own decisions.
- Listens to others and tries to understand their points of view.
- Accepts individual differences without prejudice and acknowledges the beliefs of others.

Responsibility

A student who exemplifies responsibility is one who:

- Pursues excellence in everything and always does their personal best.
- Performs tasks willingly and demonstrates self-discipline by doing what should be done even when it is difficult.
- Thinks about consequences before acting and accepts responsibility for the outcomes of choices.
- Teaches and inspires others through appropriate personal conduct and role-modeling; does what they can do to make things better.

Fairness

A student who exemplifies fairness is one who:

- Understands the concept of "fair is not always equal."
- Voluntarily corrects personal mistakes.
- Listens with an open mind and makes decisions based on the merits of the issue at hand without favoritism or prejudice.
- Treats all people justly, equitably, and honestly.

Caring

A student who exemplifies caring is one who:

- Is compassionate and show they care in words and actions.
- Identifies and helps people in need without an expectation of reward.
- Empathizes with teachers, administrators, and other students.

- Is passionate about donating time and/or money to humanitarian organizations.

Citizenship

A student who exemplifies citizenship is one who:

- Does their share to make the school and community better, cleaner, and safer
- Cares about and pursues a common good that extends beyond self-interest.
- Protects the environment by conserving resources, reducing pollution, and cleaning up.
- Participates in making things better by voicing opinions, voting, serving on committees, and reporting wrongdoing.



HMMS Awards/Recognition Program

Horace Mann students excel in many areas of school and teachers endeavor to recognize students for all their accomplishments.

Six Pillar Society

Horace Mann students frequently demonstrate admirable qualities throughout their school day. The Six Pillar Society is a program designed to recognize students in the moment for these qualities. When observed by a teacher demonstrating these qualities, students will be given a Six Pillar Card. These cards are put in grade level jars in the Main Office. At the end of every month, two cards will be pulled from each jar and those students will be awarded a gift card.

Passion Awards

At the end of the school year, teachers in all subjects and in each grade recognize a select group of students with Passion Awards. Passion Awards are given to students who demonstrate a genuine interest in the subject area and who continually strive to learn more. Passion Awards are intended to recognize effort, determination and excitement for a subject and are not necessarily grade related.

8th Grade Awards

Four additional awards are presented to eighth graders during the eighth grade promotion ceremony. Two recipients for each award are recognized by teachers. Each award is summarized below:

- The **Fran Bositis Humanitarian Award** is an award dedicated to those who serve others. Fran Bositis is a former HMMS Health/Physical Education teacher and a man dedicated to working with young adults through athletics and education. These students exemplify humanitarianism through their work with their peers, the school community, and the Franklin community.

- The **Ed Colace Leadership Award** is presented to students who demonstrate leadership in and out of the classroom. Ed Colace was a principal here at Horace Mann. He was an active leader who showed care for others and led by example. Students recognized with the Ed Colace Leadership Award always strive to do the right thing. They are academic and peer leaders, setting an example for their classmates.

- The **Rod Brown Determination Award** is presented to students who best demonstrate determination this year. Rod Brown was an outstanding educator who worked at HMMS many years ago. Students recognized with this award show strength and perseverance. They work hard and never give up.

- The **Nesse Godin Character Award** is presented to students who have displayed resilience throughout their middle school career. Nesse Godin is a Holocaust Survivor and a longtime friend of HMMS who visited our school many times.

All In

Connections

Days of Remembrance

Field Trips and Enrichment Programming

Music

School Year Celebrations
(Floor Hockey Game, Elimination, World Geography & Culture Night, STEAM Night)

Service Clubs
(Student Council, Community Service, Best Buddies, A World of Difference Peer Leaders, Tech Help for Seniors)

Spirit Weeks

The Bolt

Video Team News

Yearbooks
It is a tradition at Horace Mann Middle School to give students an opportunity to autograph yearbooks. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured

keepsake for years to come, and one that they are proud to share with family and friends now and in the future.

HORACE MANN MIDDLE SCHOOL

~FREQUENTLY ASKED QUESTIONS~

HOW DO I REPORT AN ABSENCE FROM SCHOOL?

A parent/guardian must call the absentee line before 7:20 a.m. to report an absence. The absentee line can be accessed by calling (508) 541-6230.

WHAT IF I AM ABSENT ON THE DAY OF A SCHOOL-SPONSORED EVENT?

When a student is absent from school, they will not be permitted to attend any school function. These include, but are not limited to, concerts, theater productions, field trips, athletic events, etc., on that day or evening. In addition, if a student is dismissed before 11:00 a.m., they cannot attend any school function on that day.

WHAT IF I FORGET SOMETHING AT HOME?

If a student leaves something at home (e.g. homework, a project, lunch, lunch money etc.) they may call home before school starts, or at the discretion of their teacher. Parents/Guardians may drop the item off at the Main Office. It must be clearly marked with the student's first name, last name and grade level. It is the responsibility of the student to retrieve items brought to the Main Office. Main Office staff will not interrupt

a class to notify a student that their forgotten item has arrived. Please place the forgotten item on the table in the Main Office with your child's first name, last name, and grade level. Students will be informed and reminded that they should check for forgotten items before or after lunch. Please assist us with helping your child to become responsible for remembering to bring needed materials to school.

WHAT IF LEAVE SOMETHING AT SCHOOL THAT I NEED FOR HOMEWORK?

The school building remains open until 3:30 p.m. daily. Students can still access their lockers until then, but not a teacher's classroom. Please do not ask Main Office, Custodial, or teaching staff to let you into the building after 3:30 p.m. This is a disruption to the important work that needs to be completed after school hours. Please assist us in helping your child to be responsible for bringing home needed materials as a matter of routine.

WHAT IF I NEED EXTRA HELP?

Teachers are available after school, by appointment, at their discretion. Students who stay after for additional help, must have a club to attend or a planned method of transportation home. After school help is available for make-up work, organizational help and review of previously taught material, etc.

Flex time is an additional time during the school day where students can seek additional help from their teachers. Teams will develop a Flex schedule at the beginning of the year that includes extra help and academic interventions.

WHAT IF I WANT TO JOIN AN AFTERSCHOOL CLUB?

Teachers will be organizing and arranging the club schedule in the first three weeks of school. Clubs are made available based on teacher and student interest. They will begin their weekly meetings by the end of September/beginning of October. A list of the various clubs and activities will be provided to students and families. There is a onetime $75.00 participation fee for all after school clubs.

CAN I HAVE A SNACK DURING THE SCHOOL DAY?

Snack time is built into the school day by team; this is decided by the teachers. We expect students to bring in healthy, nutritious snacks. Snacks can be brought from home or purchased at The Bolt before or after school.

WHAT IF I WANT TO BRING A BEVERAGE TO SCHOOL?

Students are permitted to bring clear, plastic water bottles or insulated eco-friendly water bottles to school and may carry them during the day. Glass bottles of any kind are not permitted. Students are not allowed to bring in pre-made drinks of any kind, e.g. smoothies, coffee drinks, energy drinks, and other such caffeinated drinks are also not permitted because they have been associated with difficulty sleeping, feeling tired in the morning, dehydration and headaches.

WHAT IF I LOSE A BOOK, MY JACKET OR A PERSONAL ITEM?

Lost items are usually turned in to the Main Office, Nurse's Office and/or PE Offices. Whenever a student loses any personal property or books they should check at the Main Office to see if the article has been turned in.

WHAT IF I WANT TO TAKE A BUS TO MY FRIEND'S HOUSE?

Only students with bus passes are eligible to ride the bus. Due to space issues, students are only permitted to ride their assigned bus, and will not be allowed to switch busses.

WHAT IF I SKATEBOARD TO SCHOOL?

If a student skateboards to school they will be allowed to store the skateboard at the school in the designated storage area during the school day. Students will be able to pick up the skateboards at the end of the school day. All students must carry the skateboard upon entering the Horace Mann driveway. The school accepts no responsibility for lost or stolen skateboards. Students are not permitted to skateboard on school property at any time, even if school is not in session. Massachusetts General Laws c. 85, s. 11B ½ requires that all children 16 years and younger wear a safety helmet for inline skates, skateboards and non-motorized scooters.

WHAT IF I RIDE MY BICYCLE TO SCHOOL?

Students must walk bicycles on and off the school grounds, using the designated crosswalk and sidewalks. All bicycles should be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles. Massachusetts General Laws c. 85, s. 11B requires that all children 16 years and younger wear a safety helmet while operating or riding as a passenger on bicycles.

WHAT IF I NEED TO BE EXCUSED FROM PHYSICAL EDUCATION CLASS?

In order to be excused from participating in physical education, a student must present a written statement with inclusive dates from their physician. Statements are kept on file in the Nurse's Office and reported to the Physical Education Department.

WHAT IF I WANT TO BRING A CELL PHONE OR MOBILE DEVICE TO SCHOOL?

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker, except when under teacher direction. When students are on a field trip or at a field day, cell phones are to remain at school in a locked locker, as these trips are considered part of the school day.

WHAT IF I WANT TO USE MY CELL PHONE OR MOBILE DEVICE AT SCHOOL OR AT A SCHOOL-SPONSORED FIELD TRIP?

A cell phone or other electronic device (tablet, I-Pad, I-Pod, Kindle, Nook, etc.) may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day, with teacher permission. Taking pictures with a cell phone, chromebook, or camera is not permitted by students at school. Teachers are responsible for taking pictures of special events and/or special class projects. Cell phones may be used after school, outside the building, or phones are available in the Main Office.

A cell phone that is used or is on during the school day, when not under teacher direction, may be forwarded to the Main Office and an appropriate consequence will be assigned. If continued violation of appropriate cell phone/device usage occurs, discipline will be progressive. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

WHAT IF I WANT TO BRING A FIDGET TOY TO SCHOOL?

Only school-sanctioned fidget items are allowed in school. If you have a question about what is allowed in school, please ask your student's teachers.

WHAT IF I AM ASSIGNED A DETENTION?

A teacher, the Assistant Principal, or the Principal may assign detention. Detentions include Lunch Detention, After School Detention or Classroom Detention. Detentions are assigned when a student is not meeting school expectations. Students will serve or stay for the detention on the day the teacher, the Assistant Principal, or the Principal assigns.

WHAT IF I WANT TO DECORATE MY LOCKER OR A FRIEND'S LOCKER WITH STICKERS OR BALLOONS?

Our lockers are part of our physical building and it is our goal to keep them in good condition for all students. Therefore, nothing is to be attached or affixed to the outside of lockers. Magnets are the only acceptable method of attaching anything to the inside of the lockers. No locker is to be written on or defaced in any manner. Latex balloons are not allowed in school due to the potential risk to students and staff who have latex allergies.

If a student, group of students, or club wishes to decorate lockers as part of a special occasion, they must ask for permission from the Principal or Assistant Principal before doing so. Approved decorations shall be limited to sticky notes or paper attached with painter's tape and must be removed within two (2) school days in order to keep the hallways clean.

WHAT IF I WANT TO GREET MY FRIEND?

A common greeting among students at Horace Mann is to high five one another or to give a friendly pat on the back. This is acceptable behavior at Horace Mann when done respectfully and does not disrupt or interfere with the school day. However, giving high fives or slapping is not acceptable when done to cause harm to another student. At no time is hugging among or between students to be used as a common greeting during the school day.

WHAT IF I HAVE TO CALL HOME DURING THE SCHOOL DAY TO MAKE AFTER SCHOOL PLANS?

We strongly recommend students make after school plans in advance of the start of the school day, e.g. the day/night before. This will help students to better manage their time. Students may use the phone in the Main Office at the discretion of the Secretary. According to school policy, teachers must dial the phones for students when calling from the classroom to avoid any misdialing. If students need to utilize a cell phone during the day to contact home, it must be done in the Main Office.

WHAT DO I DO IF I WANT BREAKFAST AT SCHOOL?

Breakfast is made available to students every morning. The cost for breakfast $1.80. Service begins at 7:10.

HORACE MANN MIDDLE SCHOOL
POLICIES, RULES AND PROCEDURES

Absences

Upon returning to school, the student must check in with each teacher to find out what work was missed. Students should also check Google Classroom for homework missed due to an absence. Homework, classwork and tests missed due to absence **must** be completed within the number of days the student was absent. For example: One day for a one-day absence, two days for a two-day absence, etc. Extensions can be made at the discretion of the teacher and/or team.

After School Pick-Up

Students will be released from clubs/activities, extra help or detention at 3:15 p.m. All students must be picked up at this time. To prevent disruption of the after school activity, parents/guardians must wait for their children to exit the building. Please follow the guidelines for car pick up that have been established for after school parent pick up. The Secretary will not call into the classroom to dismiss a student.

Agenda Books

Every student at Horace Mann receives an agenda book. These books are provided because we believe that they serve as excellent organizational tools for our students. Learning how to keep notes about important upcoming projects, tests and quizzes, as well as recording day to day assignments are important organizational skills that need to be practiced and followed consistently. We require that students treat these agenda books as they do textbooks or other school materials or supplies. Defacing, marring, scratching out previously recorded assignments or ripping these books is not acceptable. If an agenda book is damaged, students are responsible for the $5.00 replacement cost.

Backpacks/Book Bags

Backpacks or book bags are to be left in lockers during the course of the school day. Students will have the opportunity to access their book bags and other books during scheduled locker breaks.

Chromebooks

Students at Horace Mann Middle have 1:1 access to Chromebooks during the school day. Students are assigned a specific Chromebook at the start of the school year and check them in and out each day. Grade level Chromebook Expectations are provided by each team at the start of the school year in the form of a contract. Chromebooks are considered an instructional tool and should only be used to access content as directed by the teacher. Chromebooks are school property and should be treated as such. Stickers, decals and other decorations are not permitted.

Dismissal

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day.

For the safety and protection of all students at HMMS, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extracurricular functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent(s)/guardian(s) choose to pick up their child up on days of inclement weather, they must join the student pick up line.

Drop off and Pick up

Please follow the drop off and pick up procedures as outlined below.

If you are dropping off or picking your child up by car, for safety sake:

Please follow the traffic pattern for student drop off and pick up by car. Cars need to line up along the driveway. Students should not exit or enter a vehicle unless it is along the sidewalk in front of the building. Students should exit vehicles on the right hand side next to the building. Please do not drop your student off in the parking lot or on the street.

Please trust that this system works when everyone follows the rules and is indeed the safest and most efficient system. We have worked carefully with the Franklin Police Department to develop this traffic plan.

Evening Activities

Evening activities are held each year for students at Horace Mann Middle School. Students who attend school sponsored activities must observe the following rules:

1. Students will not be allowed into the building until the start time and should not arrive prior to that time. Students will not be admitted one half hour after the start time unless accompanied by a parent/guardian into the building.
2. Activities and events other than District-wide concerts are for Horace Mann Middle School students only.
3. Clothing should follow the Dress Code as described in Section III of this Handbook.
4. Students must remain until the conclusion of the activity unless a parent/guardian comes into the school to pick up the student(s). Students who leave an evening event early will not be allowed back to the event.
5. Students are not permitted to walk home from evening activities.

6. Students should arrange for transportation home without the need to use a school telephone. (Please note that students may carpool.)
7. Students must be present in school until 11:00 a.m. in order to attend the activity.

Guidance

The Middle School Guidance Counselor and School Psychologist are available to students to assist them in making healthy decisions. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Guidance Counselor and School Psychologist are available for conferences with students during the school day.

Gum Chewing

Gum chewing is **not permitted** during the regular school day. With administration approval, gum chewing may be allowed on certain occasions such as MCAS testing days. Strict enforcement of this rule will be adhered to by all HMMS staff. Repeated offenses may result in a consequence.

Homework

We believe that homework is an important component of the academic program and the learning process. Students are required to use the agenda book provided by the school as teachers use this book to help teach students organizational skills. Students are responsible to make up any missed homework as directed by the individual classroom teacher and Team. Homework may account for up to 5% of a student's grade and consistent completion of homework will be reflected on report card comments.

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

Illness and Injury

Students should ask a teacher for permission to see the School Nurse immediately. If a student is feeling dizzy the student will be escorted to the Nurse's Office. The School Nurse will decide if there is a need to leave school or to seek further medical attention. In these cases, parents/guardians will be notified. The School Nurse will arrange to have the student picked up from school if it is necessary for the student to go home. If the School Nurse sends a student home from school, that absence from school is considered an excused medical day. Students and families are required to follow the dismissal protocols in the case of illness.

Lunch

There are three lunch periods at Horace Mann Middle School. First lunch is at 10:33 a.m., second lunch is at 11:02 a.m., and third lunch is at 11:32 a.m. Lunches are twenty minutes long. The cost of lunch is $3.00, which includes milk. There are hot lunch choices each day as well as sandwiches and salad plates. Ice cream and snacks may be purchased for $.75 or $1.00. Milk is also sold separately for $.50.

Parents/Guardians may pre-pay their child's lunches online. Setting up an online account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to https://www.myschoolbucks.com/.

If your student has a prepaid account, their balance at the end of the year will carry over to the following school year. The balance will stay with each student even if they change schools within the Franklin district. If you move out of the Franklin district a refund cannot be issued. A transfer can be made to the sibling of a student who moves out of the Franklin Public Schools, (i.e. the balance of a senior who is graduating may be transferred to a younger sibling still in the district).

Make-Up Work

Students are responsible for getting make-up work for assignments missed due to an absence. Before returning to school, students should check the Google Classroom for missed homework. Emails can also be sent to the team of teachers requesting homework assignments be left in the Main Office if the absence is prolonged. Assignments are to be completed and turned in within one day if absent one day, two days if absent two days, etc., or by arrangement with the teacher.

Report Card Comments

In addition to a student's grade in a given class, parents/guardians will be provided with information regarding accountability and consideration in the form of report card comments. Teachers will provide feedback regarding a student's accountability and consideration in terms of being exemplary, proficient,

needs improvement or unsatisfactory. Parents/guardians will be contacted by a teacher should a student fall within the needs improvement or unsatisfactory range.

Consideration consists of:

- Following school rules/ expectations
- Classroom engagement
- Reflection and growth

Accountability consists of:

- Following academic rules/expectations
- Seeking help/self-advocating
- Using technology appropriately
- Demonstrating effort and pride in work

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 Hours

School begins promptly at 7:25 a.m. Students are allowed to enter the building at 7:15 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:25 a.m. We know that arriving to school on time and being ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 2:00 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students.

School Provided Materials

Textbooks must be covered at all times, as covers protect them from damage. Students may use grocery store bags or book socks to cover textbooks. Book socks that are too small for the textbook are not to be used as they damage the books and students will be held accountable for said damage. Contact paper or adhesive paper is not to be used as they permanently damage the books. Novels read in ELA should be carried in a resealable plastic bag. Students will be held accountable for any damage to a textbook or novel.

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in in-school

or after school extracurricular activities (e.g., Student Faculty Games, Field Day, Talent Show, Yearbook signing, concerts, special assemblies, Eighth Grade Celebration, Eighth Grade Breakfast, field trips etc.)

SECTION II: FPS MIDDLE SCHOOL
POLICIES, RULES AND PROCEDURES (2019-2020)

ATTENDANCE

The Franklin Public Schools expect parents and students to make every reasonable effort to have their child/children attend school every day. The continuity of day-to-day instruction is a critical dynamic to the overall success of each student. It is also a requirement of state law.

Sometimes families plan vacations that occur during regularly scheduled school time. The Franklin Public School Department does not encourage or condone such action. Instead, the schools uphold MA General Law, Chapter 76 regarding, "School Attendance." This section of the General Law requires parents to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to $20. School administrators work closely with the Juvenile District Courts on attendance cases that exceed state law.

With this in mind, we reaffirm the position that parents are responsible for their child/children to attend school every day that classes are in session. The practice of the School Department is not to provide advance and/or makeup work when a student is absent from school due to vacation/travel, but students may check for work on Google Classroom or other online platforms. Students who are absent at the time when the state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled makeup time is available.

Parents are asked to call the school when their child is absent. For your child's safety, it is imperative that you call to document absences. If we do not hear from you, we will assume your child was sent to school and did not arrive.

Participation in afterschool or evening activities will not be allowed for students absent on the day of the event.
It is the responsibility of the student to make up all missed assignments, tests or quizzes. The student will have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work.

Student Absence Notification Program

If the school has not received notification of absence from a parent within three (3) days of 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 parents. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable effort to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance. In addition, if there are excessive absences of a student on a 504 plan or IEP, the IEP Team may be reconvened.

Attendance Failure

Absences greater than seven (7) days in an attendance quarter are considered excessive. If a child is repeatedly absent or tardy without an acceptable excuse, the Principal may take necessary action, including retention, withholding of credit or receiving an incomplete. All absences, including absences excused by parents, will count toward the trimester absence limit.

The exceptions for the purpose of this policy are documented, excused absences for:

- Family bereavement or serious illness in the family;
- School approved field trips
- Observance of major religious holidays
- Legal (with documentation from the court or lawyer)
- Medical documentation with the date specified for each day of absence
- Absences due to illness or doctor appointments (documentation must be provided by a physician in order for the absent day to be excused)
- Absences on the day following dismissal by the school nurse

Absence from School (Calling In Procedure)

Parents are asked to call the school when their child is absent. For your child's safety, it is imperative that you call to document absences. Please leave the following information on the absence line

- Identify yourself
- Student's name
- Grade
- Date(s) of absences

Please do not leave the following information on the absence line:

- Confidential medical information-please speak to the nurse directly

- Requests for homework
- Messages for 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 an illness and specifically for the following reasons:

- A new medical diagnosis, or a change in your child's health status (i.e. the diagnosis of an allergy)
- A newly prescribed medication
- Any change(s) in a current medication
- A serious injury, illness, or hospitalization
- A fracture, sprain, stitches, cast or need for crutches/wheelchair
- A contagious disease such as chickenpox, flu, strep throat, whooping cough (pertussis), salmonella, measles, etc.
- If your child is absent for an extended period of time with atypical symptoms for a prolonged period of time do not hesitate to call the nurse to share information
- If there are any recent changes in your family that may affect your child; such as, a birth, recent loss, or sudden illness
- If your child may need an Individualized Health Care Plan due to their medical condition or disability

Tardy to Class/School

It is very important that students start their school day off on the right foot and arriving late to school can negatively impact a student's day. As students grow and learn it is essential for their future success that they assume more responsibility for their actions, choices, and behaviors. Arriving at school on time is one of these responsibilities. School begins promptly at 7:20 a.m. and students must be in their first-period class at that time. If students are being driven to school they should be dropped off no later than 7:10 a.m. This allows them time to go to their lockers and get organized for their classes. We appreciate family cooperation in this very important lifelong responsibility. A pattern of consistent school tardies will result in an office referral and detentions. If a student is to arrive late to school they must report to the Main Office to receive a late pass. If a family is experiencing difficulty getting a child to school on time, please contact the office for assistance.

It is also a student's responsibility to arrive at each class on time. A student who has been retained by a teacher from the previous class must obtain a pass, or return after school to secure a pass from

that teacher. Tardiness to class without a pass will result in teacher-issued detention. Abuse of this rule will result in referral to the Main Office for further discipline.

BICYCLES

All bicycles must be parked and locked on the bicycle rack at the front entrance of the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles.

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot.

Ride Right! Bicycle Rules of the Road
Massachusetts General Laws, C. 85, Section. 11B

- Ride on the right with the flow of traffic.
- Ride single file.
- Stop at stop signs and traffic lights.
- Signal by hand for turns.
- Give the right of way to pedestrians.
- Give a clear warning (bell, horn, voice) when needed for safety.
- Carry no passengers (except in approved baby seat).
- Check your brakes often.
- Equip your bike with front and rear reflectors, pedal reflectors and reflective material on both sides.
- Do not adjust handlebars above your shoulders or alter the front fork of the bike.
- Do not ride on express or limited access highways.
- You may ride on the sidewalk outside of a business district.
- Helmets must be worn.

BREAKFAST

All schools offer a daily breakfast program on all days of school. The cost is $1.80. Students who qualify for free or reduced lunch also qualify for free or reduced breakfast. Menus are posted at: http://franklindistrict.vt-s.net/pages/franklindistrict_Foodservice/index. For more information about payment, please refer to the lunch section of this handbook.

BUSES

Bus Pass Implementation Procedure

Bus passes are issued to each student who is eligible to ride. Each student is 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, they will be given one day's grace. If they do 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 Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a $5.00 charge for a replacement bus pass.

School Bus Rules and Regulations

- Students being transported are under the authority of the bus driver. The driver and students are subject to all School Department policies and regulations.
- Students shall be on time for the bus both morning and afternoon. The driver is not required to wait beyond the scheduled departure time.
- Students shall cross the road in front of the bus.
- Students are to board and get off the bus at the school and the bus stop to which they are assigned. Except in emergency situations, with prior approval from the Principal or Assistant Principal, students will not be given permission to ride on a bus to which they are not assigned.
- Students will be dropped off and picked up at their designated bus stops only.
- Middle school students will not be allowed to ride the elementary school buses. Any exceptions will be handled by the Principals involved.
- All articles such as athletic equipment, books, musical instruments, etc. must be kept out of the aisles.
- While awaiting the arrival of the bus, students must remain well back from the road, in an orderly fashion.
- The bus driver has full authority to assign seats to individual students if the driver feels it is in the interest of safety and/or good conduct.
- No pets or animals will be allowed on the bus.
- The bus driver has the authority to summon the police or school administration in a situation which threatens the safety of students.
- Students shall not extend their hands, arms or heads through the bus windows and will not open any window without permission of the driver.
- Nothing shall be thrown out of the bus.
- Roughhousing is prohibited.
- Students will converse in a normal tone. Loud or vulgar language, and/or shouting are prohibited.
- Students shall be courteous to the driver, to fellow students, to pedestrians, and to passengers or drivers of other vehicles on the road.
- Students will enter the bus in an orderly fashion and go directly to a seat. Students will remain seated until the destination is reached unless instructed otherwise by the driver.

- There shall be no littering or defacing of the buses. Vandalism of any type will require restitution and suspension from school.
- Use, possession or sale of drugs or alcohol on the bus is prohibited and will result in disciplinary action in accordance with the School's Discipline policies
- The emergency door must be used for emergencies only. Students shall not touch any safety equipment on the bus.
- Video cameras may be present on the bus to ensure the safety and security of students.

It is essential that all students cooperate with the bus driver for everyone's safety. Bus rules will be strictly enforced as the bus is considered an extension of the school. The bus driver has full authority and responsibility to enforce order and maintain discipline by the direct command to the students. In the event of a discipline problem with a student, the driver will deliver the student to their destination and then notify the principal.

Any violation of the aforementioned rules and regulations may result in the suspension of bus privileges, permanent removal from the bus and/or suspension from school.

CAFETORIUM

The lunch period affords students the opportunity to socialize and eat lunch with their classmates. To ensure that this time is beneficial to all students, the following guidelines have been established:

- Students are to line up and wait their turn to be served. Cutting in lunch lines is not permitted.
- Students are asked to help keep the Cafetorium clean by cleaning up any mess on the table and floor area around where they ate.
- Students must properly dispose of papers and other trash in the proper receptacle.
- No soda, caffeine drinks or glass bottles are permitted at school at any time.
- All students seated at a table are responsible for the cleanliness of that table.
- Students are to follow the directions of the lunchroom supervisors.
- Students are not to throw anything at any time in the lunchroom.
- Students are not allowed to take food or drinks from the cafetorium without permission for an administrator.
- Students shall use the bathrooms nearest the cafetorium after receiving the lunchroom supervisor's permission.
- Students will be dismissed by table at the end of the period, at the discretion of the lunchroom supervisor.
- A lunch meal including milk may be purchased at the cost of $3.00. Students with a positive account balance may also purchase snacks or ice cream at an additional charge.
- Parents/Guardians may pre-pay their child's lunches online. Setting up an online account allows parents to see their child's remaining lunch balance, get a history of their child's

past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to https://www.myschoolbucks.com/.

- Breakfast can be purchased for $1.80 before school begins and can be consumed in the classroom.

LUNCH ACCOUNTS

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 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 a 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 the uncollected debt.

Delinquent Accounts/Collections:

Failure to maintain up to date accounts may result in a student's inability to participate at an end of year activities, including field day, yearbook signing, talent show, etc. This may include any activity designated by the principal.

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

FREE AND REDUCED LUNCH PROGRAM

Children from families receiving public assistance, as well as students from families with low income, may be eligible for free lunches or lunches at a reduced price. Applications may be accessed online at https://www.franklinps.net/district/bulletins/apply-freereduced-meals-here

CELL PHONES

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Main Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Main Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone usage were to occur discipline will be progressive. School administrators may check the content of cell phones if there is a reasonable suspicion that school rules have been violated. If reasonable suspicion exists, cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

When students are on a field trip or at a field day cell phones are to remain at school in a locked locker unless directed to do so by a teacher or administrator. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day. In addition, students are not permitted to take pictures with their cell phones on school property or at school-sponsored events.

CLOSING/DELAY/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.

Unscheduled Early Dismissal– In the event of an early dismissal, P.M. educational programs, activities, and preschool classes will be canceled.

COMMUNICATIONS

Open and respectful communication is one of the primary goals of our schools. Students and parents/guardians are encouraged to keep in close communication with teachers.

Conferences are one of the many ways in which this can be accomplished. Students and parents/guardians may schedule a conference with a teacher at a mutually agreed upon time.

Parents/Guardians, students, and teachers are encouraged to continue communication through email, progress reports, report cards, and voicemail. Parents/Guardians should understand that the availability of technology can increase the volume of communication to which school staff is asked to respond. Reasonable guidelines may be set by the school with respect to the timeframes and formats in which staff is expected to respond to emails and other communications.

HOME-SCHOOL PARTNERSHIPS

When receiving a communication from the school, parents/guardians should keep in mind that education is a partnership involving students, their teacher(s) and the parents/guardians. It is natural for parents/guardians to love and support their child. In fact, it is that support which enables a child to face the world every day and to grow into a competent adult. Sometimes, however, that

support requires parents/guardians to recognize that children make mistakes and it is through recognition of these mistakes that growth occurs.

Communication from the school comes in many different forms. School personnel may call home to commend a student for exemplary behavior or for an outstanding academic accomplishment. There are also occasions, however, when school personnel will call home to inform parents/guardians that a student owes homework, broke a school rule, performed poorly on an assessment(s), was late for class, misbehaved on the bus, etc.

The following guidelines may be helpful to parents/guardians as they try to understand the situation:

- When parents/guardians and the school work collaboratively and respectfully on an issue it is less likely to happen again.
- The school professionals wish to collaborate with parents/guardians in order to help each student to feel safe, and to realize success.
- If the news is upsetting or catches parent/guardian off guard, they can tell the school professional that they would like time to think about the issue. Time should be set to call back or to make an appointment for a meeting (except in the case of a suspension).
- When discussing the issue with the school professionals, parents/guardians should listen carefully and ask clarifying questions.
- Understand that school professionals know that students make mistakes. Their ultimate goal is to help each student learn from their mistakes.
- Students at this age expect consequences for their behavior and are confused when they are not forthcoming.
- When discussing the situation with their child, the parents/guardians should listen to how they are making sense of the issue; help them to gain perspective and articulate what they have learned.

COURTESY CODE

Middle School students are expected to conduct themselves at all times in a manner that will bring credit to and reflect positively upon themselves and their School. Rules of common courtesy are to be exercised with other students, school personnel, substitute teachers, and visitors to the school. Special note is made of the need for courtesy at school-sponsored activities such as field trips, field days, assemblies, athletic events, and theatrical performances. Respect for the feelings of a student's classmates must be a top priority. Violations of the Courtesy Code will result in appropriate action taken by the Assistant Principal or the Principal as described in the Handbook. Additionally, students may also be excluded from future extracurricular activities if their behaviors have presented a problem at previous events.

CODE OF CONDUCT

The Code of Conduct guides our actions and words. All students and staff deserve the opportunity to work and learn in an environment of respect and trust. Students are responsible for knowing the school rules and understanding the importance of abiding by these rules throughout the school year, both at school and at extracurricular activities. It is expected that the Code of Conduct and Courtesy Code will be followed by all members of the Middle School Community.

RESPECTFUL CONDUCT

Consistent with Franklin Public Schools' Core Value of creating a school climate of civility, thoughtfulness, appreciation, and approachability where students respect the dignity and diversity of all individuals and cultures, it is the expectation of the school that students will engage in respectful conduct at all times. Accordingly, the following conduct is prohibited:

- Name calling (verbal/written), teasing, mimicking, use of slurs or other derogatory remarks
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers or designs on clothing
- Phone calls, text messages, emails, and/or instant messages, or postings on any websites or social media accounts (e.g. Facebook, YouTube, Twitter, Instagram, Musical.ly, Kik, Snapchat, Ask.fm, etc.) which would embarrass, humiliate, hurt, or intimidate students or staff
- Unwanted touching of a person or touching a person's clothing
- Words, pranks, or actions which would embarrass, humiliate, hurt or intimidate
- Stalking, including cyberstalking, which include, but is not limited to, repeatedly pursuing, following, waiting, or appearing uninvited when it is not welcomed by the recipient
- Intimidating body language such as posturing and staring and/or disrespectful body language such as eye-rolling.
- Spreading false and malicious gossip or starting rumors which would embarrass, humiliate, hurt or intimidate

Students who are experiencing difficulty with one another may be asked to sign and adhere to *The No Contact Form.* See the sample below.

NO CONTACT ORDER

NAME:

DATE:

Thank you for taking the time to talk with school administrator _____ today to discuss a conflict between you and the following peer(s): _____

After reviewing the conflict with all students involved, the following No Contact rules will be put into effect for everyone involved (both sides):

a. There will be no texting between parties

b. No internet-based communication

c. No phone calls

d. No talking or other means of verbal communication

e. No third party communication

f. No viewing of each other's blog and/or internet postings

g. No non-verbal communication

The school resource officer will be given the names of all students issued no contact notifications, and a parent of each student will be notified of this contact notification agreement.

Violations of this No Contact notification order should be reported to the Assistant Principal so that a further investigation can take place and discipline may be issued in accordance with the student-parent handbook.

By signing this agreement, I agree to follow the No Contact rules as outlined above.

_____ _____

Student Signature School Administrator

Students may be suspended for disrespectful conduct and/or harassment.

DIRECTORY INFORMATION NOTICE

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

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

plans of the student.

Directory information may be disclosed for any purpose at the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and student record regulations, 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the Every Student Succeeds Act unless the parent or eligible student specifically directs otherwise.

DISCIPLINE

There are standards of behavior that are expected of all students in school, to and from school, and during all school-related events and activities. These guidelines are meant to help our students make good decisions about school behavior and to help them consider the consequences of any poor choices they make. It is our intent to have our rules and our consequences in place on a progressive basis. We described most, but not every, offense that may occur in school. We also identified a set of possible consequences that may result if rules are broken. The school administration reserves the right to impose discipline, including more significant, consequences in the appropriate situations.

The Code of Conduct is based on a system of progressive discipline. This means that an administrator has the discretion to significantly increase penalties in the cases of second and third offenses. In determining the severity of the penalty or suspension, the appropriate administrator may consider all relevant facts, including but not limited to 1) previous disciplinary record, 2) severity of disruption to the educational process, 3) degree of danger to self and/or others, 4) the degree to which the student is willing to change his/her inappropriate behavior.

The following section of the handbook describes the progression of many offenses and possible consequences. Questions should be directed to the Assistant Principal.

ACTION PLANS TO ADDRESS UNACCEPTABLE BEHAVIORS:

Research in adolescent development strongly notes the importance of including students in active problem-solving in order to attain and maintain an environment of mutual respect. Every effort is made at all levels to help our students assume responsibility for managing their own affairs within the school setting. Staff will use a variety of research based strategies to enlist students to help resolve most classroom issues. If a problem persists, a team approach may be utilized. Teacher(s)

will first conference with the student and point out the area of concern. Depending on the growing concern of the team or teacher, the parent/guardian may or may not be contacted. If the behavior or concern still persists the teacher may bring the student concern to their academic team meeting and teachers will brainstorm additional strategies together. Parents /Guardians may be contacted to come in for a conference at which time an action plan or success plan will be put into place. The teachers, counselors, Assistant Principal and Principal will make every effort to enlist family support to resolve issues before concerns escalate.

Detention Lunchroom/Office

Grounds for detention include, but are not limited to:

- Inappropriate behavior in the halls
- Inappropriate classroom behavior
- Removal from the classroom due to disruptive behavior
- Inappropriate behavior in assemblies, on field trips, at field day, etc.
- Violation of Cafetorium regulations
- Violation of bus rules and regulations
- Inappropriate and/or repeated display(s) of affection
- Striking, tripping, or pushing another student
- Unauthorized possession of and/or use of cell phones in the building during the school day
- Possession of a laser pointer or other forbidden/inappropriate articles
- Applying graffiti to school property or any other item on school grounds
- Loitering on school grounds after school
- Bicycle or skateboard violations
- Throwing snowballs
- Cutting/skipping class
- Unexcused tardiness to school/class
- Failure to bring a written excuse for absence
- Repeated failure to return the required forms, progress reports, tests, quizzes, etc.
- Plagiarism, forgery, cheating, or other academic dishonesty
- Failure to report to classroom/lunch/office detention
- Failure to report to Office when sent by a school professional

In the event that a lunch or office detentions have not significantly altered the student's behavior, or the severity of the student's behavior warrants more significant disciplinary action, the Assistant Principal or Principal will assign, at their discretion progressive discipline, which may include, any of (but not limited to) the following consequences consistent with the code of conduct and due process principles:

- One or more detentions

- Office detention
- Temporary or permanent removal from a class
- Exclusion from extracurricular school functions
- Mandatory parent/guardian visit to a school or a school function to remove a student
- In-school suspension
- Out-of-school suspension
- Notification of proper authorities (Franklin Police Department and Franklin Fire Department)

Grounds for Suspension

Reasons for student suspension include, but are not limited to, the following infractions of the Code of Conduct:

- Possession, and/or use, and/or being under the influence, and/or transfer, and/or sale of a controlled substance, including but not limited to marijuana and/or alcohol before, during, or after school or at any school activity including field trips
- Possession and/or use of weapons (guns, knives, including a pen knife) on school grounds
- Possession and/or use of incendiary devices
- Possession and/or use of imploding devices or "stink bombs"
- Unauthorized use of fire extinguishers
- False alarms
- Truancy (cutting/skipping school)
- Leaving the building without permission
- Being in an unauthorized area of the school building
- Trespassing on school property
- Language that is threatening or violent in nature and that could pose a threat to the safety of the school community
- Violence or threats to another person, treating another person in a manner as to deprive the student of their education
- Bullying or cyberbullying
- Discrimination/harassment/sexual harassment as defined in this handbook
- Hazing as defined by Massachusetts General Laws, Chapter 269, Section 17
- Vulgar and/or offensive language and/or gestures made toward and/or in the presence of students and/or teachers
- Fighting in school, during a school function or activity (the administration shall have the latitude to determine who is at fault and the effect the incident has had on the safety of the school community due to the severity and location of the fight).
- V**a**ndalism or defacing school property (Restitution will be required)
- Malicious destruction of school property

- Theft, extortion, and/or gambling on school property
- Smoking at any time in school or on school property, including vaping and e-cigarettes
- Disrespectful behavior toward any school professional or authorized visitors
- Insubordination/ Persistent non-compliant behavior
- Refusal to comply with a reasonable request from a staff member
- Any offense the school administrators deem serious

A conference with the parent/guardian and the Assistant Principal is encouraged before suspended students are allowed to return to class. This conference cannot be completed over the telephone unless waived by the Assistant Principal or Principal.

Students involved with any type of suspension will not be allowed to participate in or be present at any school related function/activity during the time of suspension.

In-School Suspension/Out of School Suspension

In-school and out of school suspensions may be assigned for any of the infractions previously listed. The severity and/or frequency of an offense will determine the length of the suspension. Students will be given the opportunity to make academic progress during periods of suspension, including the ability to make up all academic work during an in-school or out of school suspension, including tests and quizzes.

RESTORATIVE DISCIPLINE/ALTERNATIVE CONSEQUENCES

Giving back to the community by using *restorative discipline* (an opportunity provided to repair relationships by doing something for a teacher or the middle school community) may also be utilized in appropriate circumstances. Our experience shows us that a student is more likely to be successful when the family and school work together to help a student learn from mistakes and take specific actions to improve and understand that relationships can be repaired and restored. Under appropriate circumstances, the family and School Administration may determine that restorative discipline is an appropriate consequence. The decision to utilize restorative discipline in lieu of or in conjunction with other consequences is at the sole discretion of the school administration.

Alternative consequences may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Investigative Procedures

When the school receives a complaint or information about inappropriate conduct by a student, the Assistant Principal, Principal or other designated staff member may conduct an investigation. Except in extraordinary circumstances, the parents/guardians of the student(s) being investigated will not be contacted by the school until the investigation is complete.

During the course of the investigation, school personnel may talk to witnesses and may search students, students' lockers or possessions and take other appropriate investigative steps in accordance with federal and state laws. The student(s) being investigated may be removed from class for all or part of the school day during the investigation, as appropriate.

MIDDLE-LEVEL BULLYING PREVENTION PLAN

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

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 middle schools have been proactive in bullying prevention strategies, such as the Responsive Classroom program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or 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).*

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

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

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

The Situation	What the School Can Do	What the School Cannot Do
Your child is afraid to see another child 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

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

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

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

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

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

Bully/Cyberbully and Bully/Cyberbully-bystanders:

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

Victim(s):

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

WHAT IS BULLYING?

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

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

Suspension of Students with Disabilities

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

In general, all students are expected to meet the requirements for behavior as set forth in the student handbook and the school's code of conduct. In accordance with M.G.L. Chapter 71B of and with federal law, the school may suspend or remove a student from their current placement for no more than ten (10) school days (or less if the removals constitute a pattern). Special provisions are outlined below for students with a documented disability who have an Individualized Education Program (IEP).

Suspension of Students with Disabilities

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

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event; or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim alternative educational setting for up to forty-five (45) school days. Your child may remain in this interim alternative setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a

hearing officer has ordered another placement, or the parents/guardian and the school agree to another placement.

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

- If your child is suspended for more than ten (10) school days in a school year, this removal is considered a "change of placement". A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child's problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child's disability. This consideration is called a "manifestation determination". Parents have the right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluation reports.
- At a manifestation determination meeting, the Team will consider the following questions:

  >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 special circumstances). The Team will review the IEP and Section 504 Plan and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action ***was not*** related to the disability, then the school may suspend or otherwise discipline your child according to the school's Code of Conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-

sponsored event, or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, the TEAM may place your child in an interim, alternative educational setting for up to forty-five (45) school days. Your child may remain in this interim, alternative setting for a period of time not to exceed forty-five (45) school days. Thereafter, your child will return to the previously agreed-upon placement unless a hearing officer has ordered another placement, or you and the school agree to another placement.

School personnel will provide Parent's Notice of Procedural Safeguards (Special Education) or Notice of Parent and Student Rights Under Section 504 for students with disabilities prior to any suspension exceeding ten (10) school days in one school year. These notices will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. A parent, guardian and/or student may petition the Bureau of Special Education Appeals for a hearing or the Office of Civil Rights (Section 504).

DANGEROUS AND FORBIDDEN ARTICLES

Inappropriate personal items such as wallet chains, dice, playing cards, fidget spinners, laser pointers, etc. may not be brought onto school property and will be turned into the Main Office. In addition, students cannot bring aerosol cans or "white-out" in any form onto school property. These items will also be taken and sent to the Main Office. These items will not be returned.

DISMISSAL

Parents/Guardians are urged to plan appointments and activities so that students do not have to leave school during the school day or prior to the designated school closing time. However, if a dismissal is necessary, students are reminded that they are responsible for all work missed as a result of the dismissal. In order for a student to be dismissed, a written notification stating the time of dismissal must be presented to the Main Office prior to the beginning of the first period class of the day and a dismissal pass will be given to the student. The student will report to the office at the stated time.

For the safety and protection of all middle school students, a student will be released only to a parent/guardian or a person designated in writing by the parent/guardian. A parent/guardian, or the designated person picking up the student, will be required to sign out the student prior to the student leaving the building.

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extracurricular functions unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

Sometimes the buses may be dismissed a few minutes early in order to maintain the schedule at the elementary schools. Students may arrive home a few minutes earlier than usual. Contingency plans should be in place prior to the commencement of the school year. If a parent/guardian chooses to pick up their child upon days of inclement weather, they must join the student pick up line.

DRESS CODE

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 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.

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.

ELECTRONIC DEVICES

Electronic devices (e.g. iPods, iPads, Kindles, Nooks, Tablets, Apple Watches/Bluetooth enabled watches, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for

reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned. If there is a continued violation of inappropriate usage were to occur discipline will be progressive.

EMERGENCY CARD

An emergency information card is distributed at the beginning of each school year. The information provided on this card by the parent/guardian will assist the school nurse and other school personnel to respond appropriately when medical or school-related emergencies occur.

FIRE OR EMERGENCY CALLS

When the fire alarm sounds, every adult and student in the school is expected to respond. Students are to pass quickly and quietly to the nearest exit. Once outside, students are to move away from the building as directed by their teacher and wait for the signal to return to class. Emergency procedures are posted in each classroom.

GRADING

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 reflect the measure or level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Grades must be fair and accurate and based upon a school-wide set of criteria. Grades should reflect the level of mastery of certain standards and criteria as set by the Department of Elementary and Secondary Education and the Franklin Public Schools. Grades include, but are not limited to, the following data:

- ➢ classroom participation
- ➢ tests and quizzes
- ➢ classwork
- ➢ assignments
- ➢ special projects and reports

Teachers will communicate their grading/marking system to students and parents/guardians at the beginning of the school year.
Report cards are issued three times a year. Students receive a letter grade for each class using the following parameters:

A+	97 or Above	C	73-76 Inclusive
A	93-96 Inclusive	C-	70-72 Inclusive
A-	90-92 Inclusive	D+	67-69 Inclusive
B+	87-89 Inclusive	D	63-66 Inclusive
B	83-86 Inclusive	D-	60-62 Inclusive
B-	80-82 Inclusive	F	Below 60
C+	77-79 Inclusive		

HONOR ROLL

In order to attain the Honor Roll, a student may not have any grade lower than B - in any course or an incomplete grade.

PROGRESS REPORTS/REPORT CARDS

We have high academic expectations for each student. Communicating how a student is performing at school is an important part of the learning process. Parents are able to view their student's academic progress on Aspen, our student information program and are encouraged to do so weekly. Progress reports can also be generated at any time during the term at the request of a parent. Report cards with the final term grades are distributed at the end of each marking term. Report cards must be signed by a parent or guardian and returned to school within three days. See calendar for the days report cards are issued at the end of each term.

GUIDANCE

The Middle School Guidance Counselor and School Psychologist are available to students to assist them in making good decisions, to access the curriculum and to be successful at school. This is accomplished by helping students to create an environment of respect and support, and by monitoring students' academic success. The Guidance Counselor and School Psychologist are available for conferences with students during the school day.

HOMEWORK POLICY (UPDATED)

What is homework?
Homework is a meaningful and valuable tool that reinforces learning by providing practice outside of school. This helps students, teachers, and families understand what is being taught at school and what students need to work on. Homework can be differentiated to provide either enrichment or reinforcement for learners. It is designed to inform instruction and should be developmentally appropriate for students in terms of time, scope, and expectations. In accordance with the Franklin Public Schools Homework Policy, these guidelines represent a needed balance between homework

and time for students to engage in family, social, and other activities. Additionally, study time for assessments or long term project work will be balanced with daily work assigned by teachers.

The Franklin Public Schools seeks to value family time by declaring no homework for all students during the Thanksgiving and December vacations. All students in grades K-8 will also have homework-free February and April breaks. High School students are expected to come to school prepared for class on the day following the vacation, for which any required homework would be typical of a one-night assignment and is a result of the rotating schedule with a dropped class. It should be noted that homework free vacations are not reading free vacations. Reading is always a worthwhile pursuit and is strongly encouraged as a daily habit for all students. It is encouraged that students at Franklin High School have homework-free breaks in February and April to the extent possible. It is acknowledged that this may make the pacing and learning of rigorous, complex content in certain courses (i.e. Advanced Placement) more difficult for students, but all teachers will only assign homework they deem absolutely necessary for course advancement. Vacations may also be an opportunity for students to complete missing work and catch up on assignments or studying.

Purpose:
Effective homework is purposeful and supports or extends learning. It may be categorized in one or more of the following ways:

- Preparation ensures that all students have the same entry point for new learning. This may involve previewing material and building background knowledge.
- Practice supports new learning and provides students opportunities to gain confidence with skills and concepts taught in class.
- Checking for Understanding allows students to showcase their knowledge and informs next steps for instruction.
- Study Skills and Independence helps students to learn responsibility and time management. As students develop their ability to persevere at a developmentally appropriate level of independence, some intellectual struggle is to be expected.
- Extension and Enrichment allow students an avenue for engaging in problem-solving and higher-level thinking skills and give students the opportunity to transfer skills and concepts to new situations, such as investigating real-world problems.

Roles:

- Student
    - It is expected that all assigned homework will be attempted with an honest effort for completion and submitted on time
    - Be sure to understand the assignment prior to leaving class/school in order to meet the homework completion date
    - Thoughtfully complete homework independently and in a distraction-free environment
    - Ask for help if needed or if required by the assignment
    - Plan and complete short and long term assignments using calendars and agendas

    - Advocate for yourself during and after class, in person, or via email to clarify questions about the assignment
    - Use available resources appropriately including teachers, peers, families, and other materials
    - Strive to find a balance between daily life and homework responsibilities
- Teacher
    - Communicate the daily homework assignments and expectations with students
    - Indicate the purpose of each homework assignment
    - Assign developmentally appropriate and varied assignments that are meaningful to the learning
    - Adjust homework to accommodate specific student needs and/or situations
    - Keep students accountable for completion and provide meaningful feedback
    - Be mindful of the needed balance between daily life and homework responsibilities
- Families
    - Provide a suitable, distraction-free environment in which to complete homework
    - Help develop effective routines and budgeting time for homework, studying, and long-term projects in order for students to meet homework completion dates
    - Ensure the assignment is worked on independently by the student, helping only if needed or if required by the assignment
    - Encourage and/or help students to advocate for themselves when there are questions or to make up homework
    - Contact teacher if concerns regarding homework arise
    - Ensure a balance of activities including time for homework
- Administrator
    - Review the established homework policy and guidelines with the teaching staff
    - Ensure that teaching staff is adhering to the homework guidelines
    - Communicate the policy and guidelines to families and the community
    - Support teaching staff with parent communication pertaining to the homework guidelines

The Role of Reading for Elementary and Middle School Students

Research shows that the volume of reading a student completes will correlate to greater academic achievement. Developing the habit of reading at home will improve a child's vocabulary and communication skills, creating lifelong learners. Toward that end, teachers routinely assign nightly reading homework. Spending 20 minutes of reading every night is an important part of your child's literacy and overall academic development. This reading can take a variety of forms, including assigned reading in textbooks or other academic materials. Reading aloud to a child and discussing books is an important family routine that can begin before formal schooling and continues throughout the school years. Children at both the elementary and middle school levels need time for independent reading in books of their choice and at their reading level. Family discussion about a student's independent reading supports literacy growth.

The Role of Fact Fluency for Elementary Students

One of the most powerful things that can be done to influence a child's math aptitude is to help them achieve math fact fluency. Children are fluent with math facts when recall is **accurate** and **efficient**. Studies have found that students who are fluent with math facts participate more in math class discussions and perform better on problem-solving tasks because they do not have to devote as much "brainpower" to figuring out the math facts. Students with effective fact fluency have a greater likelihood of performing better with higher-order math concepts in older grades and are more confident in their academic abilities. Typically, these students also have less anxiety and fears about math. Just like sports, music, reading, or any other skill, a child's fact fluency will not improve without consistent practice.

Average Homework Times-if homework is assigned:

Please note:

Average homework times are not hard minimums or maximums. Some assignments and some students may require more or less than the amount of time indicated above. Study time for assessments or long term project work will be balanced with daily work.

K	Reading (to or with your child) for 20 minutes Math practice for 5-10 minutes
1-2	Reading (to or with your child) for 20 minutes Math practice for 5-10 minutes Additional homework of up to 10 minutes
3-4	Reading (to or with your child) for 20 minutes Math practice for 5-10 minutes Additional homework of up to 15 minutes
5	Reading (to or with your child) for 20 minutes Math practice for 5-10 minutes Additional homework of up to 20 minutes
6-8	Approximately 60 minutes total per night
9-12	Approximately 20-30 minutes per course per night

AP	Approximately 1 hour per course per night

Notes:

- Please refer to the Student Handbook for policies with regard to missed homework due to absence.

We borrowed resources and ideas from many MA communities including Weston, Brookline, Foxboro, Wilmington, Millis, Lexington, as well as from Palo Alto, CA. Many thanks to each of them for their insights.

Reference: Vatterott, C. *Rethinking Homework: Best Practices That Support Diverse Needs,* ASCD, Alexandria, VA, 2009.

HONOR CODE/ACADEMIC HONESTY

Honesty with oneself and others is one of the most precious qualities a person can possess. It is the goal of the middle schools to assist in the development of this attribute in all of its students. Dishonest acts such as lying, stealing, cheating, forgery, or plagiarism (copying of anyone's work including from books, articles, or the Internet) are never acceptable. Such acts will result in parent/guardian notification and appropriate consequences. The Assistant Principal or the Principal, as described in the Rules and Regulations section of this Handbook, may assess major violations. Students are expected to prepare themselves honestly for tests, homework, projects, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner. Cheating is unethical and is grounds for suspension.

INTERNET USE/COMPUTER USE AGREEMENT

Acceptable Use for Students

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

The Superintendent or 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 the use of technology and shall agree in writing to comply with such regulations and procedures.
When utilizing school-sanctioned modes of communication, students, staff, teachers, and coaches

are responsible for following all applicable laws, regulations, district policies, school rules and codes of conduct.

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

Noncompliance with applicable regulations and procedures may result in suspension or termination of access and/or other disciplinary actions consistent with the policies of the Franklin Public Schools. Violation of the 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.

Information Technology Acceptable Use Student Agreement Grades 6-12

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

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability, and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the Code of Conduct in school handbooks

- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's Code of Conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's Code of Conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

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

We have reviewed this agreement and agree to follow it.

Student Name: _____ Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

FRANKLIN PUBLIC SCHOOLS LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/STUDENT SERVICES DIRECTOR
MS. PAULA MARANO
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

HOMELESS LIAISON
MS. PAULA MARANO
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR
MS. MICHELE KINGSLAND-SMITH
ELL/TITLE I COORDINATOR
235 WACHUSETT STREET

FRANKLIN, MA 02038

SECTION 504 COORDINATOR
MS. PAULA MARANO
DIRECTOR OF STUDENT SERVICES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

TITLE II LIAISON
MR. LUCAS GIGUERE
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

TITLE VI OFFICER CIVIL RIGHTS OFFICER
HARASSMENT/GRIEVANCE
MR. LUCAS GIGUERE
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

TITLE IX OFFICER
MR. LUCAS GIGUERE
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

EDUCATOR LICENSURE
MS. LISA TRAINOR
DIRECTOR HUMAN RESOURCES
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

LIBRARY MEDIA CENTER

The library is for student research and reading use. In order to ensure that all students may enjoy the use of the facility, the following policies have been established:

- A student is allowed to have two books checked out at a time.

- Books may be renewed for two weeks.
- All school rules must be observed in the library. Students must arrive on time and be prepared to work.
- Upon entering the library, the student is to put their pass on the checkout desk and sign-in on the sheet provided.
- When leaving the library, the student must have their pass signed by the librarian.
- Reference books and magazines are to be used in the library only. They cannot be checked out.
- Gym bags and backpacks are to be left at the checkout desk. They cannot be taken into the library.
- Any student who has long-overdue books, more than two overdue books, or chronically misbehaves in the library may not use the library without special permission from the Librarian, Assistant Principal, or Principal.
- The full replacement cost must be made before the end of the year for any lost book or any book defaced beyond repair, or participation in extracurricular activities (e.g., Field Day, Student-Faculty Games, Talent Show, Yearbook signing, Eighth Grade Ceremony, Celebration, field trips, etc.) will be jeopardized.

LOCKERS

Students should keep their lockers locked at all times and should not give their locker combination to any other person. Students are expected to store their material in the locker assigned to them and should plan to take books with them for several classes so that it will not be necessary for them to go to their locker each period. Student lockers will be checked for neatness, cleanliness, and inappropriate posters and/ or pictures attached to the inside of lockers. Magnets are the only acceptable method of attaching anything to the inside of lockers. Nothing is to be attached or affixed to the outside of the locker. If a student club wishes to decorate lockers as part of a special occasion, they must ask for permission from the principal or assistant principal before doing so. Approved decorations shall be limited to sticky notes or paper attached with painter's tape. Approved decorations must be removed within two (2) school days in order to keep the hallways clean.

Lockers are provided for the convenience of students and students should not have an expectation of privacy in their school lockers. The school is not responsible for thefts from lockers and reserves the right to search lockers.

Gym Lockers

Each student is issued an individual locker for physical education equipment. There is no charge for these lockers, but students are expected to keep their lockers in good condition. In the case of the athletic lockers, the padlock must be returned at the close of the school year or a charge of $5.00 will be made. The full replacement cost must be made before the end of the year for the padlock for participation in extracurricular activities (e.g., Field Day, Talent Show, Yearbook Signing, Eighth Grade Celebration, field trips etc.) could be jeopardized.

NOTE TO PARENTS/GUARDIANS

A minor student may be seen by school health/mental health professionals (e.g. school nurse, counselor, or school psychologist) and/or building administrators (e.g., principal, assistant principal) without parental notice or consent to ensure that the student is safe or is not a danger to others. Parents/Guardians should also be advised that district school psychologists, district school behaviorist specialists and counselors routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent, for such involvement in student support.

NURSE/HEALTH/SAFETY

Franklin school nurses are integral members of the educational team who assist children and youth to develop to their full potential. A comprehensive school health program includes delivery of health services and health education which directly contributes to the student's education as well as the health of the family and community.

A school nurse is available for parents/guardians and children at the school on a daily basis. Students who are ill or injured are urged to tell a school professional immediately. They should not allow a minor problem to become a major one by not bringing it to the attention of a school professional. In the event of serious injury or illness at school, the school nurse will provide immediate first aid. If follow-up care is needed, or if the child cannot remain at school, the parents/guardians will be notified.

Student Illness

A student who feels physically ill should report directly to the school nurse's office. The school nurse is responsible for assessing students and determining whether a dismissal from school is necessary. In such cases, the school nurse will notify parents/guardians directly, and they are expected to arrange for transportation. Students dismissed by the school nurse are considered excused for attendance purposes. Students may not contact their parents/guardians to dismiss themselves.

Students may arrange for an appointment with the nurse to discuss any health problem. Excluding emergency situations, students are expected to receive a pass from a teacher in order to report to the nurse's office.

Medication

The policy of the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR, 210.000 Regulations Governing the Administration of Prescription Medications in Public and Private Schools is that medication is not to be dispensed without a written order from

a licensed prescriber as described in 105 CMR 210.002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

All medications will be stored in a locked cabinet or when required in a locked box in a refrigerator in the nurse's office. All medications shall be dispensed by a registered nurse (RN) (including on field trips). Students may self-administer inhalers (for asthma), prescription enzyme supplements (for cystic fibrosis) or glucose monitoring test and insulin delivery system (for diabetes) pursuant to state regulations and school policies and protocols and only after approval of the school nurse.

Medication may be retrieved by the parent/guardian at any time and the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the close of school.

Medical Waiver

In order for a student to be granted a medical excuse from any course(s), including physical education, a doctor's certificate designating the length of time and the reasons must be given to the school nurse.

Immunization

The School Immunization Law, Chapter 75 Section 15 of the Massachusetts General Laws states: no child shall be admitted to school except as hereinafter provided: The provisions are: A physician's certificate listing immunizations given and/or the diseases the child has had; a physician's certificate stating immunization is contraindicated for health reasons, or a parent's/guardian's statement that immunization conflicts with religious beliefs.

The law requires immunization against diphtheria, tetanus, pertussis (whooping cough), polio, measles, mumps and rubella (German measles). Principals are responsible for refusing school admittance to children who have not had the required immunizations or who are not otherwise exempted as explained above. Unimmunized or partially immunized children whose private physicians certify they are in the process of receiving the required immunizations shall be regarded as in compliance with the law. However, all immunizations must be completed for admission to kindergarten.

In addition, the Massachusetts Department of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective September 1996 a second dose

of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1992. A Td (tetanus/diphtheria) booster is required in grades 10-12.

Physical Examination

State law requires that all students present evidence of a physician's physical examination during their seventh-grade year.

Communicable Diseases

A student showing signs of ill health or of being infected with a disease shall be sent home as soon as safe and proper conveyance can be arranged and shall remain at home until the communicable condition has been resolved to the satisfaction of the school nurse.

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

Pediculosis (Head Lice)

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

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

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

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

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

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

Screenings

All students in grade 7 are screened for vision, hearing, height, and weight. Parents/Guardians of those students failing to pass either of these screenings will be notified. It then becomes the parent's/guardian's responsibility to see that proper professional follow-up is completed.

Postural Screening

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

Initial screening will be conducted in PE classes in late February into March by the nurse or the physical education staff who have been trained to conduct these screenings. All students with questionable findings will be referred to the school nurse. Re-screens will be completed by the nurse after which recommendations will be made.

Since this is a health concern that is likely to develop during the adolescent years of rapid growth, it is important to be assessed annually. This screening is usually done during a physician's annual exam, and it must be specifically noted by the physician, such as "postural screening negative" or "scoliosis negative."

PERSONAL PROPERTY AND VALUABLES

Students are strongly discouraged from bringing excess money or valuable items to school. Excess money or valuable items should not be stored in lockers. Under no circumstances does the Town of Franklin, or school district assume liability for any personal possessions brought to school.

PROMOTION

Grade Six, Seven, and Eight students must achieve a passing grade in all major subjects (Mathematics, English/Language Arts, Science, and Social Studies) for two of the three terms in the academic year.

If a student fails a major subject(s) for the year, credit recovery can be obtained by enrolling in summer school. In order for the credit recovery to be considered valid, the student must pass the summer course. Student enrollment is at the discretion of the Principal.

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 parents/guardians CAN make a difference for youth in Franklin.

SCHOOL COUNSELING PROGRAM DESCRIPTION

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselor's' role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and postgraduate 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 counseling staff includes 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 postgraduate educational decision making. Counselors are available to consult with school-based 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 of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, the information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors are 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 learning.

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

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits.
In our school counseling office, what is said here stays here with the following exceptions:

1. **Harm to Self or Others**
   This could include things like a suicide attempt or plan, cutting or other self-injury, eating

disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at-risk needs to be reported.

2. **Abuse or Neglect**
   If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to the Department of Children and Families (DCF).
3. **Court and other Legal Proceedings**
   By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the Franklin Police Department, Department of Children and Families and the courts.
4. **Other Issues deemed related to school struggles**
   The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

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

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

_____ _____

Counselor Signature Date

_____ _____

Student Signature Date

Sent to parent: _____ _____

Counselor initials Date

<u>Signs of Suicide (SOS) Program – (Health Program)</u>

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however,

depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

To proactively address these issues, The Franklin Public Schools is offering depression awareness and suicide prevention training as part of the SOS - Signs of Suicide Prevention Program. The program has proven to be successful by encouraging students to seek help for themselves or a friend and is the only school-based suicide prevention program listed by SAMHSA (Substance Abuse and Mental Health Services Administration) for its National Registry of Evidenced-Based Programs and Practices that addresses suicide risk and depression, while reducing suicide attempts. In a randomized control study, the SOS Program showed a reduction in self -reported suicide attempts by 40% (BMC Public Health, July 2007).

Our goals in participating in this program are:

- To help our students understand that depression is a treatable illness
- To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- To provide students training in how to identify serious depression and potential suicidality in themselves or a friend
- To impress upon youth that they can help themselves or a friend by taking the simple step of talking to a responsible adult about their concerns
- To help students know whom in the school they can turn to for help if they need it

Students in grades 7 and 9 will participate in the SOS program during the 2019-2020 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you do not wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st, otherwise, your student will be required to participate in this Program. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Letendre at 508-613-1660.

SPECIAL EDUCATION:

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00 and federal law and regulations. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related

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

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

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

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 a 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/guardian 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 coordinators in each school or: Section 504 Coordinator, Director of Student Services
355 East Central St
Franklin, MA 02038

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.

SUMMER SCHOOL

Franklin Public School students may earn credit during summer school provided:

- Administrative approval is given.
- A student has passed at least 1 term in a yearlong course.

TEACHERS' PERSONAL ITEMS

Teachers' desks, tables, files, cabinets, and personal property are their personal belongings and are strictly off-limits to students. Students may only approach any of these items if asked to do so by a teacher. Removing any teachers' items will be considered theft and will result in disciplinary action by the Assistant Principal or Principal as described in the Rules and Regulations section of this Handbook.

TEXTBOOKS/CHROMEBOOKS/BOOKS/SUPPLIES

Proper care and maintenance of textbooks, Chromebooks, or reusable school supplies (e.g. calculators, locks, dictionaries, musical instrument or musical supply such as drumsticks) is mandatory. All textbooks must be covered at all times to prevent damage and unnecessary wear. Books and Chromebooks may not be defaced, marred, thrown on the floor, or damaged in any way (i.e., attaching stickers directly to textbooks or Chromebooks)

Students may use grocery store bags or book socks to cover books. Do not use book socks that are too small for the textbook that you are covering as they can damage the books or texts permanently. Do not use contact paper or adhesive paper to cover books or textbooks. Students must keep the

protective cover attached to their Chromebooks at all times.

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, reusable school supplies, school musical instrument or reusable music supply (e.g. drum sticks). Full replacement cost must be made before the end of the year for any lost book, damaged or lost Chromebook, lost school instrument, damaged book, damaged musical supply or any book defaced beyond repair before a student is allowed to participate in school or after school extracurricular activities (e.g., Student-Faculty Games, Field Day, Talent Show, Yearbook signing, special assemblies, Eighth Grade Ceremony, Celebration, Eighth Grade Breakfast, field trips, etc.)

VISITORS

All parents/guardians or visitors coming into the school are welcome. Visitors must sign in with the secretary in the Main Office, produce a driver's license and receive a printed badge, before proceeding to any other section of the school. To avoid interruptions in the educational process of our students, parents/guardians or visitors are requested not to enter classrooms or meet with teachers without a pre-arranged appointment. Students not enrolled at the school will not be allowed to visit without written permission from the Assistant Principal or the Principal.

YEARBOOKS

It is a tradition in our middle schools to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that they are proud to share with family and friends now and in the future.

SECTION III: FPS DISTRICT POLICIES (2019-2020)

DISCRIMINATION/HARASSMENT
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WELLNESS POLICY
ASBESTOS
STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY
FREE AND REDUCED PRICE FOOD SERVICES
MEAL CHARGE POLICY
MEAL CHARGE POLICY AND PROCEDURES
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ACCEPTABLE USE FOR STUDENTS
- Information Technology Acceptable Use Student Agreement Grades 6-12
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SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
ENGLISH LANGUAGE LEARNERS
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HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES
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PHYSICAL RESTRAINT OF STUDENTS
EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL
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ANAPHYLAXIS PROCEDURE
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MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY
STUDENT RECORDS

STUDENT RECORDS
ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS
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ELECTRONIC DEVICE POLICY
VISITORS TO THE SCHOOLS
NON-VIOLENT PHYSICAL CRISIS PREVENTION/INTERVENTION

File: AC

DISCRIMINATION/HARASSMENT

It is the policy of the Franklin Public Schools to provide a learning and working environment free from discrimination and harassment. Staff, student or third party complaints of discrimination or harassment based upon race, color, 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 his/her designee. Employees are expected to take every report of discrimination or harassment seriously and to understand the reporting procedures.

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

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

Discrimination and harassment consists of unwelcome conduct, whether verbal or physical, that is based on a characteristic protected by law, such as 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

File: ADC (also JICG)

NO SMOKING POLICY

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

Authority
This policy is intended to be consistent with Massachusetts General Laws, Chapter 71, Section 2A and Section 37H; Massachusetts Board of Fire Prevention Regulations 527; CMR 10:07; Franklin Town Bylaw 97-331; and MA General 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 Second Third	Verbal Warning 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 his/her own expenses Suspension 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 $100 $100 $100
General Public	Each	Removed from School Property	$100

Definitions:

*Tobacco Product*s: 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 Massachusets 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 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 his/her designee will be assigned to ensure compliance with standards of this Wellness Policy in his/her 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.

Legal References: Healthy Hunger Free Kids Act of 2010;
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)(C0 of the National School Lunch Act (NSLA) 42 U.S.C. 1751. CFR Part 210 National School Lunch Program.

Cross Reference: School Committee Policy JLCDD

Reviewed; Revised; Adopted:	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 his/her parents or guardian.

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

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

Reviewed, revised: 2/9/10

File: 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.

Adopted by School Committee: 6/26/18

File: JQA-R

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/irfoftra/start.do;jsessionid=mHkJcM8EAhRddGZUerqB7fRS**
    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 his/her designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing use of technology and shall agree in writing to comply with such regulations and procedures.

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

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

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

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

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

Reviewed; revised – Adopted 9/22/09
Reviewed; revised 8/7/12

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

File: IHB

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

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

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

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

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

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

File: IHBE

ENGLISH LANGUAGE LEARNERS

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

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

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

In order to meet the needs of English Language Learners, 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

File: IHBG

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 his/her child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

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

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

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

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

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

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

The home-schooled student who accesses Franklin Public School athletics or 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 his/her 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, ex-cept those required for student participation in tournament competi-tion or contests, must have advance approval of the

Franklin School Committee. Fundraising activities for such trips will be subject to ap-proval 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

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	Evidence of Identification (Photo ID)
Record of recent mortgage payment and/or property	Valid Driver's License

tax bill.

Valid MA Photo ID Card

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

Passport

Other Government issued Photo ID

Landlord Affidavit *and*
recent rental payment

Section 8 Agreement

Signed HUD Settlement Statement

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

III. ENFORCEMENT

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

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

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

IV. PENALTIES

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

V. EXCEPTIONS

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

    a. Students enrolled in the High School under special programs approved by the School Committee, such as educational exchange programs;

    b. Tuition paying students, as permitted by law;

    c. School Choice students, as permitted by law; and if the School Committee adopts the School Choice option;

    d. Students who are entitled to attend the Public Schools of Franklin under the McKinney-Vento Homeless Assistance Act.

2. Extraordinary Circumstances:
    a. Tuition Basis Students already enrolled in the Public Schools of Franklin who move out 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. <u>Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy</u>:

        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. <u>Dwellings that are Built or Altered After the Adoption of this Policy</u>:

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)

Adopted by School Committee: 10/23/2018

File: JH

STUDENT ABSENCES AND EXCUSES

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

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

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

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

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

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

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

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

REF.: Franklin Public School Handbooks

Reviewed; revised: 11/21/2013
Reviewed, no revisions 8/18/16

File: JICA

STUDENT DRESS CODE POLICY

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 himself or of damage to his property; (c) creates a hostile environment at school for the target; (d) infringes on the rights of the target at school; or (e) materially and substantially disrupts the education process or the orderly operation of a school. For the purposes of this policy and related procedures, bullying shall include cyber-bullying.

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

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

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

This policy applies to all sites and activities under the supervision and control of the district, or where it has jurisdiction under the law, including school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school.

Bullying is also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by the district, if the act or acts in question create a hostile environment at school for the target, infringe on the rights of the target at school or materially and substantially disrupt the education process or the orderly operation of the school.

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

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

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

be reviewed and, when a connection to school exists, will prompt investigation and disciplinary action.

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

The Superintendent and/or his/her designee shall develop, adhere to, and update a plan to address bullying prevention and intervention, in consultation with district stakeholders. The plan shall be reviewed and updated at least biennially. The bullying intervention plan school will recognize that certain students may be more vulnerable to become a target of bullying and harassment based on actual or perceived differentiating characteristics, including "race, color, 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

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

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

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

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

Reviewed, revised, adopted by School Committee 3/26/13
Reviewed; Revised; Adopted by School Committee: 7/15/2014
Reviewed; revised: 10/4/16

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 his/her 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

CORPORAL PUNISHMENT

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

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

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

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

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

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

File: JKAA

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.

<u>Rules for Student Self-Administration of Medication</u>:

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

File: JLCDD

MANAGING LIFE –THREATENING FOOD ALLERGIES IN THE EDUCATIONAL ENVIRONMENT

Franklin Public Schools recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of Franklin Public Schools that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. Franklin Public Schools implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Elementary and Secondary Education, in a document entitled, “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

The Franklin Public Schools has developed protocols/guidelines for the management of life threatening food allergies. Building-based teams will consult with parents, and where applicable, students, to develop a safe and effective health plan so that students will be able to access all educational programs.

Legal Ref: Section 504 of the Rehabilitation Act, 29 U.S.C. §794, the American Disabilities Act, U.S.C. §1201, et seq. and United States Department of Agriculture Regulations, 7 C.F.R §15(b), 105 CMR 210.000.

Cross Ref: JLCD, JLCD-1, JLCDD-E
Reviewed, Revised, 7/14/15
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 his/her staff shall be responsible for the following:

1. Create a system-wide emergency plan for addressing life-threatening food based allergic reactions.
2. Provide semi-annual (2x/year) in-service training and education on reducing food-allergy risks, recognizing food allergy symptoms, and emergency procedures for staff.
3. Training shall include, but not be limited to:
    a. A description/definition of severe allergies and a discussion of the most common foods causing allergic reactions.
    b. The signs and symptoms of anaphylaxis.
    c. The correct use of an Epi-pen.
    d. Specific steps to follow in the event of an emergency.
4. Adopt a **"NO FOOD TRADING/SHARING"** and **"NO UTENSIL SHARING"** procedure in all schools with particular focus at the elementary school level.

5. School Health Professionals in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life-threatening food allergy. The Plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician/allergist, indicating that he/she deems it to be adequate.
6. Provide and maintain life-threatening food allergy free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated 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 Left-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 his/her own epinephrine auto-injector when appropriate.
    e. Not share snacks, lunches, or drinks.
    f. Understand the importance of hand washing before and after eating.
    g. Report teasing and/or bullying that may relate to the child's disability.
    h. Take as much responsibility as possible for his/her own safety.
9. As children get older, teach them to:
    a. Communicate the seriousness of the allergy.
    b. Communicate symptoms as they appear.
    c. Read labels.
    d. Administer own epinephrine auto-injector and be able to train others in its use.
10. Inform the school of any changes in the child's Life Threatening Food Allergy status.
11. Provide the school with the licensed provider's statement if the student no longer has food allergies.

12. Go on field trips and out-of-school activities with your child, whenever possible.
13. Provide bag of snacks for your child's classroom along with safe foods for special occasions.
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 his/her professional capacity shall have reasonable cause to believe that a child under eighteen years of age is suffering physical or emotional injury resulting from abuse inflicted upon him/her which causes harm or substantial risk of harm to the child's health or welfare including sexual abuse, or from neglect, including malnutrition, shall immediately report such conditions to the Department of Children and Families. School employees meet their responsibilities for reporting by informing the school Principal (see How to Report below). School employees may also file their own report with DCF. A written report to DCF must then be filed as soon as practicable.

How to Report

The school staff member informs the Principal or administrator in charge if she/he has reasonable cause to believe that a child under the age of 18 years is being abused or neglected. The building Principal, staff member informing the Principal, school nurse and/or counselor, or a

school-based child abuse crisis team constituted by the principal, must discuss the case and decide a plan of action which must include an immediate oral report followed by a written report within 48 hours to the Department of Children and Families whenever there is reasonable cause to believe that a child under the age of 18 years is being abused or neglected. Mandated reporters are not permitted to weigh the credibility of witnesses or sift the evidence or determine whether DCF would find reasonable cause to conclude that abuse did in fact occur. Mandated reporters are not investigators and need only have reasonable cause.

Staff Awareness of Responsibility
Principals shall ensure that all school staff are fully informed of responsibilities to report suspected child abuse and neglect and must ensure that reporting procedures are followed in all cases. The Superintendent shall ensure that annual training is provided to principals and administrators in regard to compliance issues and best practices in regard to the reporting of child abuse and neglect.

Legal Ref.: M.G.L. c. 199 § 51A

Adopted by School Committee: 9/11/12

File: JRA

STUDENT RECORDS

In order to provide students with appropriate instruction and educational services, it is necessary for the school system to maintain extensive and sometimes personal information about them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian and/or the student in accordance with law, and yet be guarded as confidential information.

The Superintendent will provide for the proper administration of student records in keeping with state and federal requirements, **and shall obtain a copy of the state student records regulations (603 CMR 23.00**). The temporary record of each student **enrolled on or after June 2002** will be destroyed **no later than seven years** after the student transfers, graduates or withdraws from the school district. **Written notice to the eligible student and his/her parent of the approximate date of destruction of the temporary record and their right to receive the information in whole or in part, shall be made at the time of such transfer, graduation, or withdrawal. The student's transcript may only be destroyed 60 years following his/her graduation, transfer, or withdrawal from the school system.**

The Committee wishes to make clear that all individual student records of the school system are confidential.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34A,B,D,E, **H**
Board of Education Student Record Regulations adopted 2/1077,
June 1995 **as amended June 2002.**
603 CMR: Dept. Of Education 23:00 through 23:12 also
Mass. Dept. Of Education publication Student Records; Questions, Answers and Guidelines, Sept. 1995

CROSS REF.: KDB, Publics Right to Know

Reviewed; revised 8/7/12

File: JRA-R

STUDENT RECORDS

603 CMR 23.00 is promulgated by the Board of Education pursuant to its powers under M.G.L.c.71,s.34D which directs that "the board of education shall adopt regulations relative to the maintenance of student records by the public elementary and secondary schools of the commonwealth," and under M.G.L. c. 71 s.34F which directs that " the board of education shall adopt regulations relative to the retention, duplication and storage of records under the control of school committees, and except as otherwise required by law may authorize the periodic destruction of any such records at reasonable times." 603 CMR 23.00 was originally promulgated on February 10, 1975, and was reviewed and amended in June 1995. 603 CMR is in conformity with federal and state statutes regarding maintenance of and access to student records, and are to be construed harmoniously with such statues.

Application of Rights

603 CMR 23.00 is promulgated to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of students records and to assist local school systems in adhering to the law. 603 CMR 23.00 should be liberally construed for these purposes.

(1) These rights shall be the rights of the student upon reaching 14 years of age or upon entering the ninth grade, whichever comes first. If a student is under the age of 14 and has not yet entered the ninth grade, these rights shall belong to the student's parent.

(2) If a student is from 14 through 17 years or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights.

(3) If a student is 18 years of age or older, he/she alone shall exercise these rights, subject to the following. The parent may continue to exercise the rights until expressly limited by such student. Such student may limit the rights and provisions of 603 CMR 23.00 which extend to his/her parent, except the right to inspect the student record, by making such request in writing to the school principal or superintendent of schools who shall honor such request and retain a copy of it in the student record. Pursuant to M.G.L. c. 71, s. 34E, the parent of a student may inspect the student record regardless of the student's age.

(4) Notwithstanding 603 CMR 23.01(1) and 23.01(2), nothing shall be construed to mean that a School Committee cannot extend the provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered the ninth grade.

Definition of Terms

The various terms as used in 603 CMR 23.00 are defined below:

Access: shall mean inspection or copying of a student record, in whole or in part.

Authorized school personnel: shall consist of three groups:

(1) School administrators, teachers, counselors and other professionals who are employed by the School Committee or who are providing services to the student under an agreement between the School Committee and a service provider, and who are working directly with the student in an administrative, teaching, counseling and/or diagnostic capacity. Any such personnel who are not employed directly by the School Committee shall have access only to the student record information that is required for them to perform their duties.

(2) Administrative office staff and clerical personnel, including operators of data processing equipment or equipment that produces microfilm/microfiche, who are either employed by the School Committee or are employed under a School Committee service contract, and whose duties require them to have access to student records for purposes of processing information for the student record. Such personnel shall have access only to the student record information that is required for them to perform their duties.

(3) The evaluation Team evaluates a student.

Eligible student: shall mean any student who is 14 years of age or older or who has entered 9th grade, unless the School Committee acting pursuant to 603 CMR 23.01 (4) extends the rights and provisions of 603 CMR 23.00 to students under the age of 14 or to students who have not yet entered 9th grade.

Evaluation Team: shall mean the team which evaluates school-age children pursuant to M.G.L.c.71B (St. 1972, c.766) and 603 CMR 28.00.

Parent: shall mean a student's father or mother, or guardian, or person or agency legally authorized to act on behalf of the child in place of or in conjunction with the father, mother, or guardian. Any parent who by court order does not have physical custody of the student, is considered a non custodial parent for purposes of M.G.L. c.71, s.34H and 603 CMR 23.00. This includes parents who by court order do not reside with or supervise the student, even for short periods of time.

Release: shall mean the oral or written disclosure, in whole or in part, of information in a student record.

School-age child with special needs: shall have the same definition as that given in M.G.L. c. 71B (St. 1972, c. 766) and 603 CMR 28.00.

School committee: shall include a school committee, a board of trustees of a charter school, a board of trustees of a vocational-technical school, a board of directors of an educational collaborative and the governing body of an M.G.L. c. 71B (Chapter 766) approved private school.

Student: shall mean any person enrolled or formerly enrolled in a public elementary or secondary school or any person age three or older about whom a School Committee maintains information. The term as used in 603 CMR 23.00 shall not include a person about whom a School Committee maintains information relative only to the person's employment by the school committee.

The student record: shall consist of the transcript and the temporary record, including all information, recording and computer tapes, microfilm, microfiche, or any other materials, regardless of physical form or characteristics concerning a student that is organized on the basis of the student's name or in a way that such student may be individually identified, and that is kept by the public schools of the Commonwealth. The term as used in 603 CMR 23.00 shall mean all such information and materials regardless of where they are located, except for the information and materials specifically exempted by 603 CMR 23.04.

The temporary record: shall consist of all the information in the student record which is not contained in the transcript. This information clearly shall be of importance to the educational process. Such information may include standardized test results, class rank (when applicable), extracurricular activities, and evaluations by teachers, counselors, and other school staff.

Third party: shall mean any person or private or public agency, authority, or organization other than the eligible student, his/her parent, or authorized school personnel.

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

(a) Authorized school personnel under 603 CMR 23.02 (9) (a) who inspect the student record;

(b) Administrative office staff and clerical personnel under 603 CMR 23.02 (9) (b), who add information to or obtain access to the student record; and

(c) School nurses who inspect the student health record.

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

(a) A school may release the following directory information: a student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, weight and height of members of athletic teams, class, participation in officially recognized activities and sports, degrees, honors and awards, and post-high school plans without the consent of the eligible student or parent; provided that the school gives public notice of the types of information it may release under 603 CMR 23.07

and allows eligible students and parents a reasonable time after such notice to request that this information not be released without the prior consent of the eligible student or parent. Such notice may be included in the routine information letter required under 603 CMR 23.10.

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

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

1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or

2. The parent has been denied visitation or has been ordered to supervised visitation, or

3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record

(b) In order to obtain access, the non-custodial parent must submit a written request for the student record to the high school principal annually. The initial request must include the following:

1. A certified copy of the court order or judgment relative to the custody of the student that either indicates that the requesting parent is eligible to receive access as set forth in 603 CMR 23.07 (5) (a), or a certified copy of a court order specifically ordering that the student records be made available to the non-custodial parent, and

2. An affidavit from the non-custodial parent that said court order or judgment remain in effect and that there is no temporary or permanent order restricting access to the custodial parent or any child in the custodial parent's custody

(c) The non-custodial parent must submit a written request for a access each year stating that said parent continues to be entitled to unsupervised visitation with the student and is eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

(d) Upon receipt of the request (initial and annual) the school must immediately notify the custodial parent by certified and first class mail, in English and the primary language

of the custodial parent, that is will provide the non-custodial parent with the access after 21 days, unless the custodial parent provides the principal with documentation that the non-custodial parent is not eligible to obtain access as set forth in 603 CMR 23.07 (5) (a).

(e) The school must delete the address and telephone number of the student and custodial parent from the student records provided to non-custodial parents. In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

(f) Upon receipt of a court order which prohibits the distribution of information pursuant to G.L. c.71, s.34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

At least once during every school year, the school shall publish and distribute to students and their parents in their primary language a routine information letter informing them of the following:

(a) The standardized testing programs and research studies to be conducted during the year and other routine information to be collected or solicited from the student during the year.

(b) The general provisions of 603 CMR 23.00 regarding parent and student rights, and that copies of 603 CMR 23.00 are available to them from the school.

SOURCE: MASC Policy

LEGAL REFS.: Family Educational Rights and Privacy Act of 1974,
P.L. 93-380, Amended
P.L. 103-382, 1994
M.G.L. 66:10 71:34 A, B, D, E, H
Board of Education Student Record Regulations adopted 2/1077,
June 1995 as amended June 2002.
603 CMR: Dept. of Education 23.00 through 23.12 also
Mass Dept. of Education publication Student Records: Questions, Answers and Guidelines. Sept. 1995

CROSS RES: KDB, Public's Right to Know

Reviewed; no revisions 8/7/12

File: JRAB

ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

As required by Massachusetts General Law Chapter 71, Section 34H, a non-custodial parent may have access to the student record in accordance with law and Department of Education Regulations. Any individual who by court order does not have physical custody of the student is considered a non-custodial parent for purposes of M.G.L. 72, and 34H, 603 CMR 23.07 and this policy. This includes parents who by court order do not reside with or supervise the student, even for short periods of time. The school district will follow the law and the regulations developed by the Massachusetts Department of Education to standardize the process by which public schools provide students records to parents who do not have physical custody of their children ("non-custodial parents").

As required by M.G.L. 72 § 34H, a non-custodial parent may have access to the student record in accordance with the following provisions.

a. A non-custodial parent is eligible to obtain access to the student record unless:
    1. The parent has been denied legal custody based on a threat to the safety of the student or to the custodial parent, or
    2. The parent has been denied visitation or has been ordered supervised visitation, or
    3. The parent's access to the student or to the custodial parent has been restricted by a temporary or permanent protective order, unless the protective order (or any subsequent order modifying the protective order) specifically allows access to the information contained in the student record

b. The school shall place in the student's record documents indicating that a non-custodial parent's access to the student's record is limited or restricted pursuant to 604 CMR 23.00.

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

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

e. The school must delete the electronic and postal address and telephone number of the student and custodial parent from the student records provided to non-custodial parents.

In addition, such records must be marked to indicate that they shall not be used to enroll the student in another school.

f. Upon receipt of a court order which prohibits the distribution of information pursuant to M.G.L. 72, §34H, the school shall notify the non-custodial parent that it shall cease to provide access to the student record to the non-custodial parent.

LEGAL REF.: M.G.L. 71:34D; 71:34H; 603 CMR 23.07
Adopted: September 26, 2006
Reviewed; no revisions 8/7/12

File: JS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS

Section 725 (2) of the McKinney-Vento Homeless Assistance Act, which applies to the Franklin School District, defines homeless children as youths as:

- Individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings.

This definition includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings substandard housing, bus or train stations;
- Migratory children (as defined in Section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless because they are living in circumstances described above; and

- Unaccompanied youth, a youth not in the physical custody of a parent or guardian.

The McKinney-Vento Homeless Education Assistance Act requires that school districts immediately enroll a homeless student, even if they do not have the documents usually required for enrollment, such as school records, record of immunizations, medical records or proof of residency. Homeless youth covered by the Act may also be entitled to other services or program benefits, such as transportation or reduced/free lunch.

The Franklin Public Schools will implement all regulations and assist students and families designated as homeless.

The Franklin Public Schools will designate a Homeless Education Liaison who will coordinate activities between the family and school officials.

LEGAL REF.: McKinney-Vento Homeless Assistance Act ("No Child Left Behind Act", P.L. 107-110, Dec. 2001)
Reviewed; no revisions 8/7/12

File: JT

ELECTRONIC DEVICE POLICY

It is the policy of the Franklin Public School District to create a safe learning environment for all students and staff. The District recognizes that the use of electronic devices and cell phones during school can detract from the learning environment or disruption to the school community. Inappropriate texting, pictures and other electronic device use can result in bullying and cheating and may create a hostile learning environment. Therefore, to promote a safe learning environment, the Superintendent or his/her designee in conjunction with administrators from the elementary, middle, and high schools administer appropriate use of electronic devices consistent with the purposes and mission of the Franklin Public Schools. Students should have no expectation of privacy with respect to electronic devices used in school or for school activities.

Reviewed, Revised, Adopted: 9/22/09
Reviewed; no revisions 8/7/12
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 of others with an efficient and organized plan. The Response Team procedures follow all the regulations from the Department of Education (766 Regulations 603 CMR 46.00, Physical Restraint, January 2014). Training and methods of physical restraint used follow the *Quality Behavioral Solutions-Safety Care Program*™. All staff will be trained regarding the district policy, procedures and the DESE regulations governing the prevention of physical restraint. Designated staff will receive additional training and will serve on the Response Team in each school.

Criteria for Initiation of The Response Team

When de-escalation and other behavioral strategies are not effective and a student's behavior continues to "pose a threat of imminent serious, physical harm to self or others", non-violent physical intervention procedures/ physical restraint may be used. The intervention uses *only* the force needed to protect all students and another member of the school community from assault or imminent, serious, physical harm. Dangerous behaviors which require this procedure may include: hitting, punching, grabbing, biting, kicking or choking. Non-violent Physical Crisis Intervention/ Physical Restraint is not allowed as a **means of discipline or punishment, as a response to property destruction, disruption of school order, refusal to comply with a rule or staff directive or verbal threats that do not constitute an imminent threat of assault or imminent, serious physical harm**. Physical restraint is not permitted as a standard response for any individual student. Mechanical, medication and seclusion restraints are prohibited in public education programs. Prone restraints are permitted only in very limited circumstances on an individual student basis and in a manner consistent with 603 CMR 46.03(1)(b). All physical restraint must conform to 603 CMR 46.00.

Response Team Procedures

1. School Personnel/designated student notifies the staff of the situation. Staff will respond to a common cue phrase established at each individual school.

2. Office calls nurse and Response Team members and informs them of the location. A list of Response Team members will be kept in the main office at each school. Building Principal/Designee is also informed.

3. Nurse and Response Team arrive at the location to implement de-escalation strategies as appropriate. Upon arrival, the following individuals are identified: a team leader who directs the Team; a recorder to observe and document; and support staff who are available to assist in the implementation of de-escalation procedures.

4. If the student is temporarily separated from the learning activity or the classroom, either by choice or by direction from staff for the purpose of calming, the student shall return to the activity or classroom as soon as the student has calmed.

5. If the program uses time-out as a behavioral support strategy, the principal will approve any time-out strategy that extends beyond 30 minutes based on the individual student's continuing agitation.

6. If the student is restrained for a period of longer than 20 minutes, program staff shall obtain the approval of the principal and the approval shall be based on the individual student's continuing agitation.

7. If the student engages in self-injurious or aggressive behavior or if physical intervention becomes necessary, the school nurse checks the student for any injury as soon as possible following the incident. Depending on the time of the incident, the nurse will re-check the student again prior to dismissal or at the beginning of the next school day.

8. The **building administrator** must notify the parents, Director of Student Services, and the Superintendent of Schools or Designee within 24 hours of any use of physical intervention. The parent will also be notified of any injury resulting from the incident at that time. The school nurse will follow up the parent regarding any injury sustained during the incident as appropriate.

9. In appropriate circumstances, law enforcement or mobile crisis may be contacted.

10. The team members involved must complete an Incident Report form for each incident. This written report must be submitted to the school principal by the next school working day and must indicate the team members involved and their roles. The incident report must be reviewed and signed by the Principal and sent via email or First class mail **within three school working days** of the incident to the parents. In the event that the restraint lasted more than 20 minutes, or resulted in injury to student or staff member, the school will provide a copy of the written report to the DESE within three school working days of the incident. A copy of the building principal's record of physical interventions for the prior thirty days will also be sent to the DESE.

11. Copies of all incident reports will be sent to the Director of Student Services and to the Superintendent of Schools or Designee.

12. Incident reports are confidential records and will be maintained in the Student Services Office and not in the temporary record maintained in each school.

13. Each instance of behavior generating an incident report requires a review of the circumstances of the incident. Follow-up procedures will be chosen to prevent a repeated incident and are documented on the incident report form. Each team will review within the building and develop an appropriate intervention plan which may include evaluations, assessments, review of the IEP/504 Plan, independent evaluations etc.

Oversight of Response Team Procedures

1. All written procedures must be reviewed annually and must be provided to school staff and parents.

2. The principal at each building determines the Response Team members each September. New members will participate in an initial Safety Care ™ training of twelve to sixteen hours. Previously trained members will participate in a six to eight hour recertification each year. Training includes:

    - De-escalation strategies, relationship building, alternatives to the use of non-violent physical interventions
    - Practice of simulated experiences and how to identify signs that may trigger an escalation of emotional responses
    - Demonstration of Safety Care Competencies ™

3. Each building must have the incident report forms available to team members, and the designated time-out areas should be agreed to and equipped with necessary materials, such as mats, tissues, medical supplies etc. All time-out areas must be clean, safe, sanitary and appropriate for the purposes of calming.

4. The principal shall conduct individual student reviews and administrative reviews consistent with 603 CMR 46.00 et seq.

5. The student's parents will be provided with the opportunity to discuss with school administrators the administration of the restraint, any consequences that may be imposed on the student and any other related manner.

6. If a parent has a concern or complaint related to any physical restraint, he/she should be directed to communicate with the district's designated contact person (Superintendent of Schools/designee) who will investigate the complaint. The investigation will result in a determination of whether, in the particular circumstances, the district policy and procedures were followed. At the conclusion of the investigation, parents/guardians will be notified in writing of the investigator's conclusions. Parent/Guardian shall be protected by all due process rights as outlined in the district policy governing complaint investigations.

Resources that promote and support positive student behavior and social-emotional learning include:

- District-wide programs which teach conflict resolution such as Responsive Classroom, Open Circle

- Signs of Suicide Program
- Social-Emotional Learning Curriculum/Developmental Guidance Model
- Advisor/Advisee Program
- School Based Support Teams
- Peer Mediation, Peer Leadership and Peer Mentoring
- Best Buddies
- Wired-Up Club
- Panther Pride (Core Values) Club
- Middle School Magic
- SADD
- The High School Experience
- Gay/Straight Alliance
- Social Thinking
- Zones of Regulation
- School-Based Counseling Services provided by School Psychologists, School Adjustment Counselors and Guidance Counselors

Early Childhood Addendum

Young children need to be taught pro-social behaviors. They do not automatically control their impulses, notice other's feelings or have the language to express their feelings or needs. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical re-direction by personnel. This is part of teaching. Only on the rare occasions that staff must protect anyone from "imminent, serious, physical harm," early childhood personnel will use non-violent physical crisis intervention/restraint according to the new regulations 603 CMR 46.00. All restraint procedures set forth above must be followed if there is any injury from holding the child or if the required restraint lasted for longer than 5 minutes. Teachers who are not on the Response Team are assured that, under the DESE Regulations, "the training requirements... shall not preclude a teacher or employee....from using reasonable force to protect students or other persons or themselves from assault or imminent, serious, physical harm."