Oak Street Elementary School

Family/Student Handbook 2019-2020

Brad Hendrixson, Principal
Donna Krikorian, Assistant Principal

224 Oak Street
Franklin, Massachusetts 02038

Telephone: (508) 541-7890

Fax: (508) 541- 8047

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

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

Se você precisa de receber uma cópia deste manual em sua língua falada, contato com o escritório do principal.

如果您需要收到以您的口语翻译的本手册的副本，请致电校长办公室

Nếu bạn cần nhận bản sao của cuốn sổ tay này được dịch sang ngôn ngữ nói của bạn, vui lòng liên hệ với văn phòng Hiệu trưởng

PART I. OAK STREET ELEMENTARY

Message From School Administration

Franklin Public Schools
- School Committee
- Central Office Administrators
- Oak Street Office Directory

Franklin Public Schools' Early Childhood School Readiness involves the Schools, Child, Family and Community

Oak Street School-Wide Behavior Expectations
- ADDRESS, TELEPHONE NUMBERS & CUSTODY:
- ARRIVAL and DISMISSAL:
  - ARRIVAL FOR CAR DROP-OFF, PARENT DROP-OFF, AND WALKERS:
  - DISMISSAL FOR WALKERS AND STUDENTS PICKED UP FROM SCHOOL
- BUSES
  - Bus Expectations:
- OAK STREET SCHOOL UNSCHEDULED EARLY DISMISSAL PROCEDURE:
- CHANGE IN STAFF
- COMMUNICATIONS SENT TO PARENTS
- LOST & FOUND
- NEWSLETTERS, UPDATES, AND COMMUNICATION
- SCHOOL SAFETY

Message from School Administration

August, 2019

Dear Oak Street Families,

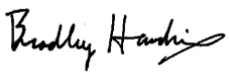
Hello to all! It is with great excitement that I welcome you all to Oak Street Elementary for the 2019-2020 school year. All of us here are looking forward to having a successful year, full of building relationships and learning from each other.

This handbook was designed to provide you with important information regarding the many policies and procedures for the students of Oak Street Elementary. There are very few changes from the previous year's version of this document, however, I still recommend that you read this document and review specific sections with your student. Our goal is to outline the information you will need to know and anticipate any questions that you may have, but please feel free to reach out to us with any questions or if you require clarification on any specific section.

The cooperation between school and home is essential for us all to promote consistent expectations for all students, families, and Oak Street staff. There will be multiple opportunities for you to engage with the school during the year, and we ask that you commit to making your presence felt and voice heard in the school community. You can do this by attending our Curriculum Night in September and parent conferences in October, as well as other events throughout the year. You can also support the school by volunteering for fundraisers or supporting classrooms during the school day through the Parent Communication Council (PCC). Throughout the year, you will receive messages from your student's teacher or from Administration through Regroup (a group email and phone message system), or the specific form of communication your child's teacher uses on a regular basis (i.e. paper copy newsletters, email, etc.).

We are looking forward to working alongside you to create the best possible experience for your student and for the entire Oak Street Community. The family-school relationship is one that we value, and we understand how important it is. Please read the handbook and feel free to contact us with the information below with any questions you may have.

Sincerely,



Brad Hendrixson, Principal
hendrixsonb@franklinps.net

Donna Krikorian, Assistant Principal
krikoriand@franklinps.net

Franklin Public Schools

School Committee

Dr. Anne Bergen, Chair

Ms. Denise Schultz, Vice Chair

Ms. Diane Feeley

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

Central Office Administrators

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

Oak Street Office Directory

Mr. Brad Hendrixson, Principal	(508) 541-7890 x2648
Ms. Donna Krikorian, Assistant Principal	(508) 541-7890 x2658
Ms. Julie Rainville, Secretary	(508) 541-7890 x2662
Ms. Caitlin VanDeGiesen, School Nurse	(508) 541-7890 x2640
Ms. Diane Petit, School Psychologist	(508) 541-7890 x2644
Ms. Karen Jewett, Team Chairperson	(508) 541-7890 x2612

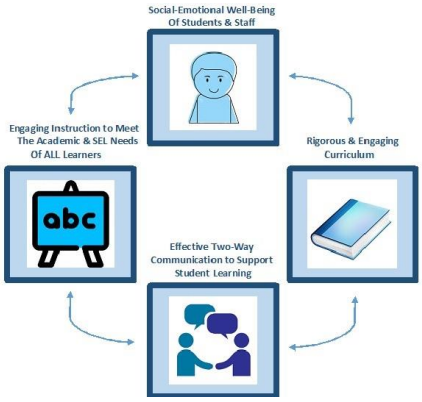
Franklin Public Schools Vision, Mission & Core Values

Vision

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

Core Values

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



Theory of Action

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

Strategic Objectives:

Social-Emotional Well-being of Students and Staff

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

Engaging and Rigorous Curriculum

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

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

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

Effective Two-Way Communication to Support Student Learning

To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

Franklin Public Schools' Early Childhood School Readiness involves the Schools, Child, Family and Community

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

CHILD

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

FAMILY

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

COMMUNITY

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

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

PART I. OAK STREET ELEMENTARY POLICIES, RULES & PROCEDURES

Oak Street Vision

The vision of Oak Street Elementary School is to empower students to develop a passion for learning and possess the skills needed to engage in future academic, social and professional opportunities.

Oak Street Mission

As members of the Oak Street school, we believe that all students deserve access to a high-quality education, and as professionals, we commit to the following actions to support this growth in the following areas:

- Develop students' **social and emotional** skills through programs and practices that enable all students to acquire knowledge, attitudes, and skills associated with the core competencies for social-emotional learning.
- Create **personalized learning opportunities** by using student interest as well as formative data to develop engaging learning experiences where students are asked to problem solve, think critically and persevere with cognitively demanding tasks.
- **Establish relationships and mutual respect** with students in order for them to be their best selves to foster positive behaviors and increased academic success.
- **Partner with families** to strengthen the academic, social, emotional, and physical development of students in order to prepare them for future opportunities.
- Develop an **inclusive school environment** by providing a variety of instructional settings tailored to students' needs to develop self and social awareness skills.
- Create conditions for a school environment where **teacher collaboration** is rooted in reflective practice and provides each other with diverse opinions about the practices that support student growth.

Oak Street Core Values



Oak Street School-Wide Behavior Expectations

Be caring

Be respectful

Be safe

SCHOOL HOURS:
Grades K- 5 8:30 AM – 2:45 PM Early Release Days 8:30 AM – 11:45 AM (no lunch)

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

ADDRESS, TELEPHONE NUMBERS & CUSTODY:

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

Please provide the school with any relevant documents concerning custody, restraining orders, etc. These documents should be provided to the school immediately upon any changes made.

ARRIVAL and DISMISSAL:

Buses start arriving at school at 8:10 AM and students will remain on the bus until 8:15 AM when arrival begins. Dismissal begins at 2:45 PM and at 11:45 AM on early release days.

IMPORTANT

- We consider our parking lot a cell phone free zone in order to ensure the safety for all families/students.
- We will not dismiss students to anyone unless we have authorization directly from the parent/guardian or the adult is listed on the emergency card. **Please inform all adults responsible for pick-up or drop-off of our procedures.**
- Please provide the school with any relevant documents concerning custody, restraining orders, etc. Thank you for your cooperation in this matter.
- To ensure all children arrive at school safely, the Oak Street Elementary School has a Safe Arrival procedure which will be in place to verify any unreported student absence as quickly as possible. The school attendance number is **508- 541-7253**. If your child will NOT be attending school, please call this automated number at any time prior to 8:45 AM. If a phone call is not received, an automated message will be sent to your email, phone, and text. When you receive this message, we ask that you immediately call the school to confirm the student's absence.

ARRIVAL FOR CAR DROP-OFF, PARENT DROP-OFF, AND WALKERS:

Morning Drop-Off by Car:

- There are two entrances to our complex. The first entrance is for parking in the lot and for entering the drop-off line. The second entrance is the bus loop. Please do NOT enter the bus loop at any time.

- Follow all of the arrows in the parking lot. This will prevent traffic from backing up onto Oak Street.
- If you need to assist students, you MUST park in a legal parking space.
- Students should exit the vehicles **only** on the right side onto the sidewalk and proceed to the school. Vehicles should remain in line until the vehicles in front depart.
- Adults should **not** get out of the car.
- Do not attempt to pass while in the drop off lane (unless you are directed to do so by a staff member).
- Please pull up as far as possible before stopping (3 cars in front of the cross-walk and 3 cars behind).

Parent Drop-Off:

- If you choose to park your car in the lot and walk with your student to the crosswalk, please park in an identified visitor parking space.
- Please do not pull into the handicap spaces or stop your vehicle anywhere but in an identified parking space. Do not drop off students in the parking lot without walking them to the crosswalk. The rules we have in place are for the safety of all our students.

Morning Walkers:

- Students will stay on the sidewalk as they enter the Oak Street School property.
- Students will stop at the driveway to the parking lot and wait for the crossing guard to cross them and then proceed along the sidewalk to the Oak Street School door.
- Walkers should not arrive before 8:15 AM.
- Walkers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day.
- Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

Bike Riders:

- Students may ride their bicycle to school with permission from a parent/guardian.
- Massachusetts state law requires any person, 16 years old or younger riding a bicycle to wear a properly-fitting helmet that is securely fastened. If a child rides to school without a helmet, they will not be allowed to ride home until a helmet is brought into school.
- Students should adhere to standard guidelines that apply to all bicycle riders and walkers, including crossing at crosswalks with a crossing guard. To ensure the safety of all students, bicycle riders must walk their bicycles when on school property.
- Parents/guardians are asked to instruct their children on appropriate bike safety and are responsible for the safety of their children bicycling to and from school.
- Bicycles must be parked in the designated bicycle rack at the school. It should be noted that it is the responsibility of the students to lock their bicycles, as the school department is not responsible for stolen bicycles.
- Please note that state law regarding the use of helmets applies to electric bikes, skateboards, and scooters.

DISMISSAL FOR WALKERS AND STUDENTS PICKED UP FROM SCHOOL

Students are dismissed in the following order:

1. Students attending the Solutions program, vans, and car pick-up

2. Buses and Daycare buses
3. Parent pick-up & Walkers

IMPORTANT:

- Car pick-up will be dismissed first in order to create a safe and efficient dismissal process for families.
- Families will be provided with a name card that should be visible to staff members through the windshield.
- Walkers will meet the crossing guards at the front entrance of the school in order to safely cross Oak Street together. Children must cross with the crossing guard and are not permitted to cross at any other location. A 'walker' must have written parental permission on file with the school in order to walk off of the Oak Street School property with the crossing guard.
- Parent Pick-up is for parents who wish to park in a visitor parking space and walk to the designated "Parent Pick-Up" location on the front lawn. Students will be released by a staff member.

BUSES

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

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

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

Bus Expectations:

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

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

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

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

IMPORTANT:

Change in Dismissal Routines:

- Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required.
- Do not leave a voice mail or send an email as teachers do not always have time to check email during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note to the teacher is the safest method.
- In the event a last-minute change to the routine and a call is required, this must be done prior to 2:00 PM.
- We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

OAK STREET SCHOOL UNSCHEDULED EARLY DISMISSAL PROCEDURE:

In the event that it becomes necessary to dismiss early at the Oak Street Elementary School, the emergency automated notification system will contact via email, voicemail, and text. If you need to update information please contact Julie Rainville, secretary.

CHANGE IN STAFF

Occasionally staff changes take place during the school year. When this occurs, parents will be informed via email and/or a letter home about these changes within a timely manner.

COMMUNICATIONS SENT TO PARENTS

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

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

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

LOST & FOUND

Please label sweaters, coats, hats, mittens, lunch boxes, etc. The Lost and Found is located in the hallway near the office. Parents and students should regularly check for items that have been lost. Please note that the items left are donated.

NEWSLETTERS, UPDATES, AND COMMUNICATION

Newsletter updates and other forms of communication will be shared by each classroom teacher informing parents/guardians about the curriculum, as well as important dates to remember. Monthly newsletters will also be sent home from building administrators via email and/or hard copies.

SCHOOL SAFETY

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

PART II. FPS ELEMENTARY POLICIES, RULES & PROCEDURES (2019-2020)

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

The policies and procedures in this handbook are not all-inclusive. There are many policies that are not located in our handbook but are available in the School Committee and Franklin Public Schools Policy Manual. These complete policies can be obtained from the School Committee website. *https://www.franklinps.net/district/school-committee-policy-manual/pages/table-contents*

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

GENERAL POLICIES

- Absentee Call In:
- Attendance:
- Attendance notification Procedure:
- Tardiness:
- Dismissal:
- Family Vacations:
- Religious Observations:
- Returning After an Absence:
- Appropriate Dress:
- Breakfast:
- Cell Phones & Electronic Devices:
- Classroom Celebrations:
- Classroom Concerns:
- Classroom Observation and Visitation Procedures:
- Communication Folder:
- Directory Information Notice:
- Electronic Devices:
- Food in Classrooms:
- Forgotten Items:
- Lunch:
  - Lunch Menus:
- Money:
- Movies:
- Novelty Items and Toys:
- Party Invitations:
- Pets:
- Recess:
- Respecting School Property:
- School Closing/Delay/Early Dismissal:
- Student Photographs:

- Student Photograph/Video Release:
- Telephone Usage:
- Valuables:

RULES AND REGULATIONS
- Possible Disciplinary Consequences:
- Suspension:
- Procedures for Disciplining Students with Disabilities:
- Suspension of Students with Disabilities
- Special circumstances for exclusion

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

CURRICULUM AND STUDENT SERVICES

CONFERENCES

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

FIELD TRIPS

HOMEWORK GUIDELINES (UPDATED)

INSTRUCTIONAL SUPPORTS

LIAISONS/COMPLAINT OFFICERS

PHYSICAL EDUCATION

REPORT CARDS

SCHOOL COUNSELING PROGRAM DESCRIPTION

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

SECTION 504

SPECIAL EDUCATION

STUDENT ASSESSMENT

ELEMENTARY BULLYING PREVENTION PLAN
- Definitions:
- Guidelines for Students:
- Guidelines for Parents/Guardians:
- School Response to Reported Bullying/Cyberbullying
- What is Bullying?
- Administrative Steps: Student to Student Bullying
- Administrative Steps: Staff Member to Student Bullying
- Bullying Web Resources

SAFETY INFORMATION
- Asbestos Hazard:
- Corporal Punishment:
- Custody Documents:

Early Childhood Crisis Intervention:
Emergency Cards:
Emergency Notification:
Non-Violent Physical Crisis Intervention/Physical Restraint:
Safety Drills:
School Resource Officer:
Visitors to School:

SCHOOL NURSE & HEALTH INFORMATION
Communicable Diseases:
Response to Outbreaks of Serious Communicable Diseases:
Illness at school:
Immunizations:
Insurance:
Pediculosis (Head Lice):
Physical Exams:
State Mandated Screenings:
Postural Screening:

VOLUNTEER OPPORTUNITIES
CORI and Fingerprint-based CHRI Checks:
Handbook:
Parent Communication Council (PCC):
Room Parents:
School Council:

GENERAL POLICIES

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

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

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

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

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

When should you call the nurse regarding a student illness?

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

ATTENDANCE:
Attending school regularly is directly related to students' success. There is no way to duplicate the classroom experience after a student has been absent. The basic responsibility for the regular attendance of the student lies with the student and parents/guardians. The Franklin Public Schools expects parents/guardians and students to make every reasonable effort to have their children attend school every day.

Massachusetts General Law, Chapter 76, §§ 1-21 entitled "School Attendance" requires parents/guardians to "cause" their children to regularly attend school. Individuals who induce student absenteeism are liable for fines up to $200. With this in mind, we reaffirm the position that parents/guardians are responsible for their children to attend school every day that classes are in session.

Chronic absenteeism is defined by absences that exceed 10% of the total number of school days, including both excused and unexcused absences. If a pattern of absenteeism develops, the administration will determine an appropriate course of action which will include written notification to families. This may also include meeting with parents/guardians and local agencies to collaboratively develop a plan to improve attendance. If a pattern of chronic absenteeism continues, the administration may notify the Department of Children and Families and/or work with the School Attendance Officer to apply for a Child Requiring Assistance hearing.

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

ATTENDANCE NOTIFICATION PROCEDURE:
The school notifies parents/guardians of a child's absence each day the child is not in school.

In accordance with Massachusetts General Law, Chapter 76, if a student has at least five (5) days in which they have missed two (2) or more periods unexcused in a school year, or if a student has missed five (5) or more school days unexcused in a school year, the school shall notify the student's parent/guardian. For those students who have five (5) or more unexcused absences in a school year, the school principal shall make reasonable efforts to meet with the parent to develop jointly, and with input from other relevant school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance. The principal or designee will review attendance throughout the school year and notify parents/guardians when it is determined that a student is chronically absent.

TARDINESS:
It is important that your child arrives on time in order to minimize disruption to learning and maximize community-building opportunities. Students arriving after 8:30 a.m. are considered tardy and need to sign in at the office with an adult. Tardiness is noted on report cards. Although we realize that emergencies occur on occasion, we expect students to arrive at school on time. If a pattern of tardiness develops, the principal will contact families to develop a plan moving forward.

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 at the beginning of the school day.
For the safety and protection of all elementary 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.

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

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

Students who are absent at the time when 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 and consistent with state law and regulations.

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

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

APPROPRIATE DRESS:
Students are expected to attend school appropriately dressed and properly groomed. Dress should not hinder learning and should promote a ***comfortable atmosphere*** for students.

Hats may be worn to school but will be removed upon entering the building. In addition, clothing and attire cannot discriminate, demean, or be derogatory towards any group or individual. Apparel that contains statements or symbols that make negative or discriminatory statements or stereotypes about race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or related condition, veteran's status, age, homelessness as well as limited English proficiency or that has sexual connotations or sexual innuendo is not permitted at school.

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

If an administrator deems that a student's form of dress is unsafe or interferes with learning parents/guardians will be contacted to arrange for a change of clothing.

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.

CELL PHONES & ELECTRONIC DEVICES:
Cell phones, if needed for after school communication with parents/guardians, are permitted but must remain turned off and in the child's backpack during the school day. If used during the school day they will be confiscated and will remain in the Main Office until a parent/guardian retrieves it. As the school bus is an extension to the school day, cell phones are also expected to remain in the student's backpack during the bus ride to and from school.

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

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

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

CLASSROOM CONCERNS:
In order to ensure clear and direct communication and make the most of your child's education, it is important to address any questions or concerns **with your child's teacher** as soon as they arise. This can be done by writing a note to the teacher, emailing the teacher, or calling the teacher directly on their school extension. Please be mindful to the fact that it is important to hear all perspectives of a situation prior to making conclusions. If concerns remain ***after discussing them with your child's teacher***, then you may contact the principal to discuss the concerns further.

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

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

Setting up a classroom observation:
Call the principal to schedule a date and time when activities/instruction you are most interested in will be occurring. You will be asked to provide him/her with the following information:

1. Names and roles of the observers.
2. What are you interested in observing with regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?
4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well as the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.

6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of all students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

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

1. Students can often be curious and easily distracted by visitors. If there is more than one observer, please do not converse during the observation. We encourage note-taking to facilitate conversation after the observation. Please bring with you something on which you can write notes and/or questions.
2. During the visit, the visitor will not be able to talk with the teacher, service providers or students, including the child. Their job at that time is to provide instruction/therapy. However, if the visitor has questions to discuss, arrangements can be made for a follow-up discussion.

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

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

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

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

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

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

FOOD IN CLASSROOMS:
No food or drink, except water, is to be consumed in the classrooms other than during specified times, such as breakfast or snack breaks, except if student has accommodations as part of their Section 504 plan or individualized health care plan. Students should bring a nutritious snack to school each day. Each teacher will

decide the time of day to have snack. Glass bottles, energy drinks, and sodas are not allowed during snack. Children are not permitted to share or to trade snacks.

No food items may be brought into the classroom for distribution to the class. This includes birthday celebrations.

Parents/Guardians will be notified if a student in the classroom has a specific life-threatening food allergy in the classroom. The notice will include specific guidelines and protocols to ensure safety for all students.

Please keep in mind the new Massachusetts guidelines for nutrition in schools. Please refer to: http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf.

FORGOTTEN ITEMS:
Parents/Guardians bringing lunches or other forgotten items are to leave these in the office to be distributed. In order to prevent disruptions during instruction, classrooms may not be interrupted for students to retrieve items immediately. In order to promote personal responsibility, parents/guardians are encouraged to support their children by preparing homework, forms, during the evening before or the morning of school as opposed to dropping off items during the day. Students are allowed to submit homework the following day.

LUNCH:
The lunch period is the time for students to eat their lunch and appropriately socialize with peers. Students are expected to demonstrate respect and other school core values throughout the entire lunch period. The classroom teacher, school administration or the staff member on duty will determine that seating arrangement.

Students are expected to adhere to the following school rules and guidelines:

- Students are to line up and wait their turn to be served.
- All students seated at a table are responsible for the cleanliness of that table and the surrounding area.
- Students are to follow the directions of the lunchroom supervisors.
- No running is permitted in the cafeteria.
- Students are dismissed in an orderly fashion at the discretion of the lunchroom supervisor.

Lunch Menus:

Monthly menus are available online at https://franklindistrict.nutrislice.com/menus-eula.

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.

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

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

- The movie or video clip will be used to directly support the lesson's learning objective(s)
- All videos will be previewed in their entirety by staff before they are shown to ensure that are developmentally appropriate, culturally responsive, and support the social-emotional learning of all students.
- Parents/guardians will be informed prior to the showing if the movie is rated PG.
- PG-13 or R rated movies will not be shown.

NOVELTY ITEMS AND TOYS:
Novelty items such as fidget toys, trading cards (i.e. Pokemon), etc. can interfere with the educational process. If these items cause problems, the classroom teacher and/or the principal may not allow these types of items to be brought to school. If items are confiscated, they will be collected and parents/guardians will be asked to pick them up from the office.

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

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

PETS:
Pets are not allowed on school grounds.

RECESS:
Children play outside at recess unless it is raining or dangerously cold. The decision to hold recess indoors or outdoors is thoughtfully determined by the principal after reviewing the local weather conditions each day.

Please see that your child is dressed warmly in the winter. Only students who wear boots and snow pants are allowed to play in the snow. Students who wear sneakers during the winter months are encouraged to store an extra pair of socks in their backpack as their feet may get wet during recess. If your child does not have appropriate clothing for the weather, they may be required to remain inside during recess.

Parents/Guardians are discouraged from requesting that their child stay inside due to cold or illness. Children reported as being too ill to go outside, may be assessed by the nurse to determine whether they are healthy enough to attend school.

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

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

- In cold weather make sure clothing is dry and layered for warmth.
- When it's sunny provide sun-protective clothing for your child.
- When sunny, apply sunblock (at home) with UVB and UVA protection with the appropriate SPF rating to exposed skin.
- In warm weather, apply insect repellent.

Please note sunscreen and bug spray need to be applied at home. The staff will not be responsible for applying/reapplying these products. This includes field trips and any outdoor school events.

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

SCHOOL CLOSING/DELAY/EARLY DISMISSAL:
In the event the weather conditions require changes in the normal school operation, these changes will be disseminated as soon as possible to parents/guardians through our automated phone/email system. Notice will also be sent to the following radio and television stations: WBZ-TV (Ch 4); WCVB-TV (Ch 5); RI Broadcasters Assn.; WHDH-TV (Ch 7); FOX-TV (Ch 25); NECN (also NBC Boston).

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

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

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

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

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/guardians (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.

STUDENT PHOTO/VIDEO RELEASE NOTIFICATION FORM

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

____ **I DO** grant consent to have my child photographed or videotaped and also consent to my child's picture/video being used in school or district website, school or district social media accounts, teacher blogs, press reports, and/or television/cable broadcasts.

____ I **DO NOT** grant consent to have my child photographed or video recorded and also do not consent to my child's picture being used publicly in school or district website, school or district social media account, teacher blogs, press reports, and/or television/cable broadcasts. **Please note that by selecting this option,**

your child's picture may still appear in the school yearbook and in private school presentations such as privately shown slide shows (e.g. at assemblies or move up ceremonies)

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

Child's Name: _____ Teacher: _____

Parent/Guardian Name:_____

Parent/Guardian Signature: _____ Date: _____

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

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

RULES AND REGULATIONS

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

- Possession, transmission, and/or use of tobacco, drugs or alcohol (includes but not limited to vaping/juuling, e-cigarettes)
- Insolence, disrespect, or insubordination
- Use of inappropriate and/or offensive language
- Fighting
- Rowdy behavior such as pushing or shoving at recess or in the school
- Leaving the classroom, school activity, or school without permission
- Class tardiness or truancy
- Vandalizing, damaging, or stealing school or private property
- Threatening, bullying, or causing bodily harm to any person
- Bringing a dangerous item to school (e.g. knives, facsimiles)
- Any behavior on the school bus and/or school property that endangers the safety of any student or community member.
- If a student received a bus report for misconduct or behavior that endangers the safety of students, the student may be suspended from the bus at the discretion of the principal or the Assistant principal.

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

SUSPENSION:
Pursuant to the Due Process Procedures, a student may be assigned to either an in-school or out of school suspension.

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

- Striking a teacher or other school personnel
- Fighting or any assault or act of violence committed against another student or adult
- Discrimination or harassment

- Use of obscene, abusive, or profane language or gestures which are disruptive to the education process or school activity
- Any behavior on the school bus and/or school property that endangers the safety of any school member
- Violation of any criminal law of the Commonwealth of Massachusetts not already covered by the school rules
- Any other behavior that endangers the safety or well-being of fellow students
- Smoking including vaping and e-cigarettes on school property before, during or after school and at all school activities
- Hazing as defined by Mass. General Laws, Ch. 269. Sec 17
- Leaving the classroom or activity without permission
- Vandalizing, damaging or stealing school or private property

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES:

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

SUSPENSION OF STUDENTS WITH DISABILITIES

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

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

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

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

-Did the student's disability *cause* or have a ***direct and substantial relationship*** to the conduct in question?
-Was the conduct a ***direct result*** of the district's failure to implement the IEP?

- If the manifestation determination decision is that the disciplinary action ***was*** related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action ***was not*** related to the disability, then the school may suspend or otherwise discipline your child according 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.

SPECIAL CIRCUMSTANCES FOR EXCLUSION

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

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

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

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

CURRICULUM AND STUDENT SERVICES

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

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

CONFERENCES

Parents/Guardians are welcomed and encouraged to confer, by appointment, with the teachers and building administrators. Either the parents/guardians or the school can initiate these conferences. Please reach out to your child's teacher as soon as possible with any concerns. Each teacher has a voice mailbox and will return your call in a timely manner.

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

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

As part of the principal's role as an instructional leader, the administrator must annually consult with the School Council to develop a menu of instructional supports to meet the needs of learners.

These instructional supports are articulated in a Building Curriculum Accommodation Plan (BCAP) that is required by MGL c. 71-38Q effective January 2001.

The Building Curriculum Accommodation Plan must be updated annually and the supports must be implemented as part of the regular education program.

FIELD TRIPS

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

All field trips will be staffed by school personnel and by invited parent/guardian chaperones who have satisfied school volunteer requirements, including CORI and CHRI. Classroom teachers will notify those parents/guardians who will be accompanying the trip as chaperones. The school nurse, in partnership with

the principal, will determine if a nurse is required to attend the field trip. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK GUIDELINES (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 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 "brain power" 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.

<u>Average</u> Homework Times-if homework is assigned:

<u>Please note:</u>

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.

INSTRUCTIONAL SUPPORTS

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

The team may consist of the following personnel:

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

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

LIAISONS/COMPLAINT OFFICERS

Individuals with Disabilities/Special Education 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 I Coordinator
Ms. Michele Kingsland-Smith
Parmenter Elementary School
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

Title VI Officer Civil Rights Officer Harassment/Grievance
Mr. Lucas Giguere
Assistant Superintendent of Schools
355 East Central Street
Franklin, MA 02038

Title IX Officer
Mr. Lucas Giguere
Assistant Superintendent of Schools
355 East Central Street
Franklin, MA 02038

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

PHYSICAL EDUCATION

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

REPORT CARDS

Report cards will be issued three times a year - December, March, and June.

SCHOOL COUNSELING PROGRAM DESCRIPTION

School Counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents/guardians, 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 at school, develop their potential and become responsible and productive citizens. School Counselors are Guidance Counselors, School Adjustment Counselors, and School Psychologists.

School counseling is provided for students to support skill building in the area of social-emotional needs for the purpose of promoting access to the curriculum. School Counselors support students in career and 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/guardians of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, information should be shared with school staff and parents/guardians who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors join all faculty at the school as Mandated Reporters. *(see G.L. c. 119, §51A)* A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting social-emotional learning.

School-based counseling is not therapy and should not be a substitute for therapeutic interventions for long term 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. School Counselors are committed to respecting individual uniqueness and to assist in the maximum development of human potential. The School Counselor is an integral part of the school's total educational program.

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

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

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.

2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).

3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.

4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

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

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

_____ _____
Counselor Signature Date

_____ _____
Student Signature Date

Sent to Parent: _____ _____
Counselor initials Date

SECTION 504

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

Section 504 describes an individual with a disability as a person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment. [34 C.F.R. §104.3(j)(1)]

Dual Eligibility: Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Act (IDEA). Students who are eligible under the IDEA have specific rights that are not available to students who are eligible solely under Section 504. It is the purpose of this Notice form to set out the rights assured by Section 504 to those disabled students who do not qualify under the IDEA, 2004.

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of 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
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary Education under M.G.L. c. 69, §1B, and c. 71B. 603 CMR 28.00 governs the provision by Massachusetts public schools of special education and related services to eligible students and the approval of public or private day and residential schools seeking to provide special education services to publicly funded eligible students. The requirements set forth in 603 CMR 28.00 are in addition to, or in some instances to clarify or further elaborate, the special education rights and responsibilities set forth in state statute (M.G.L. c. 71B), federal statute (20 U.S.C. §1400 et seq. as amended), and federal regulations (34 CFR §300 et seq. as amended). The purpose of 603 CMR 28.00 is to ensure that eligible Massachusetts students receive special education services designed to develop the student's individual educational potential in the least restrictive environment in accordance with applicable state and federal laws.

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

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

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

STUDENT ASSESSMENT

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

ELEMENTARY BULLYING PREVENTION PLAN

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

DEFINITIONS:

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 elementary 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

SAFETY INFORMATION

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

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

CUSTODY DOCUMENTS:
The school is expected to adhere to the most current court documentation concerning custody, visitation privileges, etc. As a result, it is important to inform the school regarding any changes in custody status as the school will operate to the most recently updated document on file. Students will not be dismissed to any adult not authorized.

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

EMERGENCY CARDS:
Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have written authorization directly from the parent/guardian or the adults listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.
closings
EMERGENCY NOTIFICATION:
The Superintendent will notify parents/guardians of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT:
All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Education Regulations (603 CMR 46.00 et al.). Physical restraint shall be used as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault or imminent, serious, physical harm to self 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. Qualified, trained staff will carry out specific procedures and parents/guardians will be notified. For further information, contact your child's school.

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

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

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

SCHOOL NURSE & HEALTH INFORMATION

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

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

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

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

RESPONSE TO OUTBREAKS OF SERIOUS COMMUNICABLE DISEASES*:*
When there is a confirmed case of a serious communicable disease (e.g. salmonella, pertussis, meningitis), the school nurse will immediately contact the affected student(s)'s building principal, Pupil Personnel Services office and Superintendent of Schools. In consultation with administrative personnel, the nurse will determine with the Massachusetts Department of Public Health (MDPH) epidemiologist the guidelines for notification, exclusion and treatment of close contacts. Copies of all letters will be sent to the Superintendent for review before dissemination.

1. The Director of Pupil Personnel Services and school nurse, in consultation with the building principal, will be responsible for:
    a. Determining close contacts as defined by MDPH;
    b. Notifying parents/guardians of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment;
    c. Assigning additional personnel to assist with the notification (e.g. guidance, secretarial staff, ESP's); and,
    d. Providing general notification to staff and the school community as necessary.
2. The school nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. The school nurse shall be responsible for direct communication with family, physicians and all health care agencies.

4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse (in compliance with the health plan) if they may be impacted by the spread of a communicable disease within the school community.

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

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

IMMUNIZATIONS:
The immunization law, Massachusetts General Laws Chapter 76, Section 15, requires: that no child shall be admitted to school except upon presentation of:

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

The law requires immunization against diphtheria, tetanus, pertussis, polio, hepatitis B, measles, mumps, rubella, and varicella. All immunizations must be completed before the child has admission to kindergarten. Unimmunized or partially immunized children whose private physicians certify that they are in the process of receiving the required immunizations shall be regarded as not in compliance with the law.

In addition, the Mass. Dept. of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entrance into kindergarten. Proof of lead screening is also required for kindergarten entry.

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

PEDICULOSIS (HEAD LICE):
As recommended by the CDC and the American Academy of Pediatrics, Franklin Public Schools have adopted a non-exclusionary policy for pediculosis (head lice).

http://www.cdc.gov/parasites/lice/head/schools.html

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

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

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

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

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

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

STATE MANDATED SCREENINGS:
The following state-mandated screenings will be conducted during the school year:

1. Fall/Winter Screenings
    a. Vision screenings will be done in grades PK, K-5, 7 & 10
    b. Hearing screenings will be done in grades PK, K-3, 7 & 10
    c. Height and weight will be done in grades 1, 4, 7 & 10
2. Spring Screenings
    a. Postural screening will be done in grades 5-9

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

VOLUNTEER OPPORTUNITIES

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

CORI AND FINGERPRINT-BASED CHRI CHECKS:
All volunteers are required to complete a CORI background check each year. With regard to CORI, you must apply in person to the school office and present photo identification.

Any volunteers who have direct and unmonitored contact with students are required CHRI background. With regard to fingerprint-based CHRI, you must submit your fingerprints through an independent vendor authorized by the state. The School Administration has sole discretion to determine whether a volunteer satisfied CORI, CHRI, and other volunteer requirements.

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

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

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

ROOM PARENTS:
Each classroom has at least one room parent designated at the beginning of the school year. Responsibilities of the room parent(s) include getting volunteers to come into the classroom to assist with projects/celebrations and for parents/guardians to bring in materials.

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.

SECTION III: FPS DISTRICT POLICIES (2019-2020)

DISCRIMINATION/HARASSMENT
NO SMOKING POLICY
WELLNESS POLICY
ASBESTOS
STUDENT TRANSPORTATION POLICY— SERVICES AND ELIGIBILITY
FREE AND REDUCED PRICE FOOD SERVICES
MEAL CHARGE POLICY
MEAL CHARGE POLICY AND PROCEDURES
FINANCIAL ASSISTANCE POLICY
FINANCIAL ASSISTANCE APPLICATION AND PROCEDURES
ACCEPTABLE USE FOR STUDENTS
- Information Technology Acceptable Use Student Agreement Grades 6-12
- Franklin Public Schools Acceptable Use Student Agreement Grades K-5

SPECIAL INSTRUCTIONAL PROGRAMS AND ACCOMMODATIONS
ENGLISH LANGUAGE LEARNERS
HOME SCHOOLING
FIELD TRIPS
HOMEWORK POLICY
HANDBOOKS ARE POLICY
ENTRANCE AGE
NEW RESIDENT PROCEDURES
SCHOOL ADMISSION / RESIDENCY
STUDENT MOVING PROCEDURES
EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (NEW)
EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE (NEW)
STUDENT ABSENCES AND EXCUSES
STUDENT DRESS CODE POLICY
HAZING
BULLYING
ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED
STUDENT COMPLAINTS AND GRIEVANCES
HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES
CORPORAL PUNISHMENT
PHYSICAL RESTRAINT OF STUDENTS
EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL
STUDENT HEALTH SERVICES AND REQUIREMENTS
PHYSICAL EXAMINATIONS OF STUDENTS
STUDENT IMMUNIZATIONS
COMMUNICABLE DISEASES
ADMINISTERING MEDICINES TO STUDENTS
ANAPHYLAXIS PROCEDURE
IN THE EDUCATIONAL ENVIRONMENT
PROTOCOL AND GUIDELINES FOR MANAGEMENT OF LIFE-THREATENING
FOOD ALLERGIES IN THE FRANKLIN PUBLIC SCHOOLS
MANDATED REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT POLICY
STUDENT RECORDS
STUDENT RECORDS
ACCESS TO STUDENT RECORDS FOR NON-CUSTODIAL PARENTS

EDUCATIONAL SERVICES TO STUDENTS IDENTIFIED AS HOMELESS
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

File: EFD-R

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

NEW RESIDENT PROCEDURES

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

Exceptions to the policy are:

- The student is placed by the Department of Child and Family Services (DCF). The school district must be provided with documentation from DCF that the student is in DCF custody, the name of the case worker and parent/guardian town of residence or last known residence of parent/guardian.

- As per Massachusetts General Law, a student is not permitted to establish residency with the sole intent of attending the Franklin Public Schools. However, if a family accepts guardianship responsibility for making all educational decisions regarding a student then enrollment will be reviewed pending the completion of the Caregiver Authorization Affidavit as required by Massachusetts General Law. The family needs to present all required documentation of "proof of residency" in Franklin.

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

Adopted by School Committee: 10/23/12
Reviewed, no revisions 8/18/16

JFAA-R

SCHOOL ADMISSION / RESIDENCY

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

I. RESIDENCY

In order to attend the Public Schools of Franklin, a student must actually reside in the Town of Franklin, unless one of the exceptions (set forth in Part V below) applies. The residence of a minor child is the primary place where a person dwells permanently and is the place that is the center of his or her domestic, social and civic life. In determining residency, the Public Schools of Franklin retain the right to require the production of a variety of records and documentation and to investigate where a student actually resides.

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

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

II. VERIFICATION OF RESIDENCY

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

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

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

Column A	**Column B**
Evidence of Residency	Evidence of Identification (Photo ID)
Record of recent mortgage payment and/or property tax bill.	Valid Driver's License
Copy of Fully Signed Lease *and* record of recent rental payment (NB; School District reserves the right to contact landlord to verify lease)	Valid MA Photo ID Card
	Passport
	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. Dwellings that are Intersected by the Town Line prior to the Adoption of this Policy:

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

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

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

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

VII. NOTIFICATION

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

Legal Reference: M.G.L. Chapter 76, Section 1
M.G.L. Chapter 76, Section 5
Reviewed, revised 2/7/12
Reviewed, revised, adopted by School Committee: 8/26/2014
Reviewed, revised 8/18/16
Reviewed, revised, adopted by School Committee 6/26/2018

File: JFAB

STUDENT MOVING PROCEDURES

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

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

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

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

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

C. Grade 12 students

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

D. Central Office notification

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

Reviewed, revised, adopted by School Committee 3/26/13
Reviewed, revised 8/18/16

File: JFABE

EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (NEW)

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

Definitions

Children of military families means school aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

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

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

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

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

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.

• Simultaneously, the receiving school must request official records and the sending schools shall respond within 10 days with the records.

• Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).

• Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.

• In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.

• The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.

• Students of active duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

• An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent/guardian without any tuition fee imposed.

• The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed in order to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G. L. 15E;
Interstate Compact on Educational Opportunity for Military Children
Adopted by School Committee: 10/23/2018

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

File: JJN

HEAD INJURIES AND CONCUSSION IN EXTRACURRICULAR ACTIVITIES

The Franklin Public Schools are committed to creating a safe environment for all students participating in athletic activities and are committed to providing a comprehensive approach to the prevention and management of sports-related head injuries within the school district. It is the policy of the School Committee to comply with the requirements of MGL 111 Section 222 and all

other applicable laws and regulations. Consistent with these requirements, the following rules will apply:

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

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

The student shall not return to play unless and until the student provides medical clearance by 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

File: JKA

CORPORAL PUNISHMENT

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

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

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

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

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

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

File: JKAA

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)

CONTENTS

I. OVERVIEW
II. DEFINITIONS
III. PROHIBITIONS
IV. SPECIFIC RIGHTS
V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT
VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT
VII. REPORTING PHYSICAL RESTRAINT USE
VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE
IX. TRAINING REQUIREMENTS
X. SPECIFIC PROCEDURES

I. OVERVIEW

The Franklin Public Schools ("the District") seeks to ensure that every student is free from the use of physical restraint that is inconsistent with the requirements of 603 C.M.R. 46.00. Physical restraint is an emergency measure of last resort. It may be administered only when necessary to protect a student and/or school community member from assault or imminent, serious physical harm. When, based on this standard, physical restraint is necessary, staff will strive to prevent or minimize any harm to the student as a result of the use of physical restraint. The District will annually review its Restraint Prevention and Behavior Support Policy and Procedures, provide it to all District staff, and make it available to parents of enrolled students.

II. DEFINITIONS

Mechanical Restraint: the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or

mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

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

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

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

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

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

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

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

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

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

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

III. PROHIBITIONS

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

IV. SPECIFIC RIGHTS

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

V. DESE TECHNICAL ASSISTANCE ON USE OF TIME-OUT

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

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

> The use of "inclusionary time-out" functions well as a behavior support strategy while allowing the student to remain fully aware of the learning activities of the classroom. "Inclusionary time-out" includes practices used by teachers as part of their classroom behavior support tools, such as "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom. These strategies, used to reduce external stimuli in the student's environment while keeping the student physically present and involved in learning, have proven to be useful tools for classroom management.
>
> If the student is not "separated from the learning activity" or the classroom, the student will be in "inclusionary time-out" and the requirements that accompany the use of "exclusionary time-out," listed below, do not apply. A student is not "separated from the learning activity" if the student is physically present in the classroom and remains fully aware of the learning activities.
>
> "Inclusionary time-out" does not include walled off "time-out" rooms located within the classroom; use of those is considered to be "exclusionary time-out."

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

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

- "Exclusionary time-out" may be used only for the purpose of calming;

- During “exclusionary time-out,” the student must be continuously observed by a staff member;
- The staff member will either be with the student or immediately available to the student at all times;
- The space used for “exclusionary time-out” must be clean, safe, sanitary and appropriate for calming;
- ***Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting***;
- If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed;
- ***Students must never be locked in a room***;
- For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student;
- An “exclusionary time-out” must be terminated as soon as the student has calmed; and
- An “exclusionary time-out” may not extend beyond thirty (30) minutes without the approval of the Principal. A Principal may grant an extension beyond thirty (30) minutes based only on the individual student’s continuing agitation.

VI. REQUIREMENTS FOR USE OF PHYSICAL RESTRAINT

Legal Standard for Use

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

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

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

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

Safety

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

During a physical restraint, staff will continuously monitor the student's physical status, including skin temperature, color, and respiration, and make certain that the student is able to breathe and to speak. Staff will use the safest physical restraint method available and appropriate for the situation and will use only the amount of force necessary to protect the student or others from physical injury or harm. Whenever possible, another adult who is not a participant in the restraint will witness the administration of the restraint.

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

Duration

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

Follow-up

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

Prone and Floor Restraints

Prone restraints are prohibited, except on an individual basis and when all of the following conditions, which require specific documentation, are met: (1) the student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff; (2) all other forms of physical restraint have failed to ensure the safety of the student and/or others; (3) there are no medical contraindications, as documented by a licensed physician; (4) there is psychological or behavioral justification for the use of prone restraint and no psychological or behavioral contraindications, as documented by a licensed mental health professional; (5) the program has obtained consent to use prone restraint in an emergency as

set out in 603 CMR 46.03(1)(b), and the use of prone restraint is approved in writing by the Principal; and (6) the program has documented all of the above before using prone restraint and maintains the documentation. The only staff authorized to administer a prone restraint are staff who have received in-depth restraint training in accordance with 603 C.M.R. 46.04(3).

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

VII. REPORTING PHYSICAL RESTRAINT USE

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

Reporting within School and to Parents

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

Report Contents

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

Reporting to the Department of Elementary and Secondary Education

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

VIII. ADMINISTRATIVE REVIEWS OF PHYSICAL RESTRAINT USE

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

Weekly Individual Student Review

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

Monthly School-Wide Review

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

IX. TRAINING REQUIREMENTS

General Training

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

In-Depth Training

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

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

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

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

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

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

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

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

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

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

Description of physical restraints used in emergency situations

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

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

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

Services Office.

Restraint notification procedure

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

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

- A copy of the restraint report will be provided to the following people:
    - Parent (via US Mail or email address on file)
    - Principal
    - Director of Student Services

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

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

Restraint Complaint Procedure

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

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

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

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

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

File: JKG

EDUCATIONAL SERVICES IN THE HOME OR HOSPITAL

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

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

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

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

Adopted by School Committee 7/12/11
Reviewed, no revisions 4/26/17

File: JLC

STUDENT HEALTH SERVICES AND REQUIREMENTS

Student Health Services may include the identification of student health needs, health screening tests (including eye and hearing screening tests), communicable disease prevention and control, promotion of the correction of remediable health defects, emergency care of the ill and injured,

health counseling, health and safety education, and the maintenance of a healthful school environment.

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

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

Procedures for Emergency at School

School personnel shall give only emergency care to students who become ill or injured on school property, buses, or while under school supervision.

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

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

1. Provision for care beyond First Aid, which would enable care by the family or its physician or the Paramedic Assistance Unit of the Fire Department. In instances when the Paramedic Assistance Unit is required, every effort shall be made to provide the unit with the student's Emergency Card which lists any allergies or medical conditions the student might
have;

2. School district personnel will not be permitted to administer any form of prescription medicine or drugs to students without a doctor’s order and written parent/guardian consent.

3. Guidelines will be established for reporting all accidents, injuries, or illnesses to the Principal. Guidelines will be established for immediately reporting to the Superintendent of Schools.

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

Student Illness or Injury

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

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

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

Reviewed, revised 9/27/12
Reviewed, revised 4/26/17

File: JLCA

PHYSICAL EXAMINATIONS OF STUDENTS

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

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

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

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

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

LEGAL REFS.: M.G.L. 71:53;-71:54; 71:56; 71:57
CROSS REF.: JF, School Admissions

Reviewed, revised: 10/16/12
Reviewed, no revisions 4/26/17

File: JLCB

STUDENT IMMUNIZATIONS

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

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

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

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

Established by law

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

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

Adopted by the School Committee: 10/23/12
Reviewed, no revisions 4/26/17

File: JLCC

COMMUNICABLE DISEASES

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

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

The educational placement of a student who is medically diagnosed as having a life-threatening communicable disease shall be determined on an individual basis in accordance with this policy and accompanying administrative procedures. Decisions about the proper educational placement shall be based on the student's behavior, neurological development, and physical condition; the expected type of interaction with others in school setting; and the susceptibility to other diseases and the likelihood of presenting risks to others. A regular review of the placement decision shall be conducted to assess changes in the student's physical condition, or based on new information or research that may warrant a change in a student's placement. Placement decisions are made at the sole discretion of the school administration upon consultation with educational and medical personnel.

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

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

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

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

Reviewed, Revised 9/27/12
Reviewed, no revisions 4/26/17

File: JLCD

ADMINISTERING MEDICINES TO STUDENTS

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

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

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

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

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

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

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

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

Rules for Student Self-Administration of Medication:

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

- The student, school nurse and parent/guardian enter into an agreement which specifies the conditions under which the prescription medication may be self-administered;

- The school nurse develops a medication administration plan which contains elements necessary to ensure a safe self-administration of the prescription medication, including information for the safe storage of the prescription medication and providing for accessibility of the medication for the individual student;

- The school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate, after observing initial self-administration of the prescription medicine; "Self-administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

- The school nurse is reasonably assured that the student is able to identify the appropriate prescription medication, knows the frequency and time of day for which the prescription medication is ordered, and follows the school self-administration protocols;

- There is on file a written authorization from the student's parent or guardian that the student may self-medicate;

- There is on file a written order from the licensed prescriber for self-administration;

- The student documents the self-administration of the prescription medicine and must report weekly to the school nurse. The school nurse will monitor the student's self-administration as appropriate;

- The student will keep a backup supply of the prescription medication with the school nurse.

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

Adopted: 3/05

Reviewed, no revisions 9/27/12
Reviewed; Revised; Adopted by School Committee: 7/15/2014
Reviewed; revised: 7/28/15

Reviewed; revised: 7/11/17

File: JLCD-1

ANAPHYLAXIS PROCEDURE

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

1. Parents/legal guardians shall notify the school nurse of the student's diagnosis and the need to administer the epinephrine auto-injector (Epi-pen) in case of anaphylaxis.

2. The Franklin Public Schools Medication Policy will be followed. This requires that a physician's written order and a filled prescription be provided to the school nurse for the identified student by the parent/legal guardian.

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

4. The school nurse will communicate the required medical information to the appropriate school personnel such as classroom teacher, principal, specialists, food service staff, CPR trained personnel in the building.

5. In consultation with the school physician, the school nurse will select the unlicensed personnel authorized to administer epinephrine when a life-threatening reaction occurs immediately upon exposure. The school nurse has the final decision making authority about the program, in accordance with the MDPH regulations.

6. The school nurse documents training and testing of competency for the unlicensed school personnel. The school nurse will train the unlicensed school personnel authorized to administer epinephrine to a particular student in accordance with the MDPH standards and curriculum; this procedure relates only to identified students and this medication may only be given to identified students. The school nurse will maintain a record of the staff members trained for each student.

7. M.G.L. c. 71, s. 55A confers the protection of the "Good Samaritan laws to non-nursing personnel (e g. teachers, ESP's, etc.) who provide first aid in good faith to a student in an emergency:

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

8. If administration of epinephrine for a student is delegated to unlicensed school personnel, the parent/legal guardian may provide the school nurse with 2 epinephrine auto-injectors (Epi-pens). One will be kept in an unlocked medicine cabinet in the health office. The location of the second Epi-pen (if provided) will be determined in each situation, including if the Epi-pen will be carried by the student.
9. The school nurse will provide a training review and update information for the unlicensed personnel authorized to administer epinephrine at least twice a year.

10. When epinephrine is administered, 911 will be called immediately followed by notification of the student's parent/legal guardian.

11. The building principal will notify the student's parent/legal guardian of the absence of the trained unlicensed school personnel, in the event there are no other school personnel trained to administer epinephrine to that student.

12. Education about anaphylaxis will be provided yearly for all appropriate staff at the start of school.

Reviewed, no revisions: 9/27/12
Reviewed; revised: 7/28/15
Reviewed; revised: 7/11/17

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.

<u>Response Team Procedures</u>

1. School Personnel/designated student notifies the staff of the situation. Staff will respond to a common <u>cue phrase</u> 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."