

Family Handbook

2021-2022

Also available online at:

www.franklinps.net

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"There is no hand so small that it cannot leave an imprint on the world!" Klub Kidz



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

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

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

如果您需要收到以您的口語翻譯的本手冊的副本，請聯繫校長辦公室。

Nếu bạn cần nhận được một cuốn cẩm nang được dịch bằng ngôn ngữ nói của bạn, vui lòng liên hệ với văn phòng của Hiệu trưởng.

إذا كنت بحاجة إلى الحصول على نسخة من هذا الكتيب المترجم إلى لغتك المحكية، يرجى الاتصال بمكتب مدير المدرسة.
'iidha knt bihajat 'iily alhusul ealy nuskhat min 'adha alktyb almatarajim 'iily lughatak almahakyt, yrjy alaitisal bimaktib madayr almudrasat.

यदिआपइसअपनेबोलीजानेवालीभाषा, हिंदी, मेंअनुवादकृपयाप्राचार्यके कार्यालयसेसंपर्कपुस्तिकाकीएकप्रतिप्राप्तकरनेकीआवश्यकताहै।



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MESSAGE FROM THE PRINCIPAL

I am excited to welcome our ECDC families, new and returning, to the 2021-22 school year!

This ECDC Family Handbook is a key resource for families and I encourage you to refer to it often. Many important practices, policies, regulations, and services are discussed within these pages. Many of your questions have been anticipated and are addressed in some detail; however, if you have any further questions, or need clarification, please feel free to contact me, or your child's classroom teacher.

At ECDC we believe that children “learn through discovery” and our professional staff works collaboratively to develop and implement exciting and challenging lessons, utilizing the Big Day for Pre K (BDPK) curriculum and the MA Frameworks as a guide. Our curriculum is designed to respect each child’s unique development in the areas of social, emotional, academic, neuro-motor, speech, and language. ECDC’s teachers, speech and language pathologists, occupational and physical therapists, our school psychologist, and our behavior specialist (BCBA) work together to ensure a truly comprehensive learning experience for your preschooler.

We recognize that each child has no greater asset than the love and support of their unique family. We foster close cooperation between home and school because that relationship is essential to promoting your child’s learning and growth. Parents/guardians are encouraged to visit ECDC and to volunteer in classrooms and/or at school events. Our teaching teams are flexible, creative and work to ensure that every parent has an opportunity to actively participate in each child’s learning.

We believe strong communication between home and school is key to your child’s success! Here at ECDC, some of the opportunities for connection include:

- School-wide information provided through **Regroup List-serve**
- Regular classroom updates, and photographs of student learning through **Google Classroom**.
- **Quick responses to phone calls or emails** directly to our ECDC Teaching Teams
- Scheduled **parent-teacher conferences** in December and March
- **Weekly video updates from Miss Kelty**, ECDC Principal
- Monthly **ECDC Newsletters**
- Regular **Coffee and Conversation with the Principal**, an opportunity for informal conversations with Miss Kelty
- Regular **Connections meetings for parents of children with special needs**
- Opportunities to **volunteer** in classrooms and at school functions

Please email Laura Flanagan in the main office at [Flagananla@franklinps.net](mailto:Flanaganla@franklinps.net) to be sure we have the correct email address in the system.

Thank you for entrusting your children to us at ECDC, and we look forward to building connections and fostering a love for life-long learning within your child!

Kelty Kelley
Kelty Kelley, M.Ed., ECDC Principal



Temporary COVID 19 Accommodations

Included in the ECDC Family Handbook for the 2021-2022 school year are temporary accommodations that will be in place until the district determines otherwise. As we begin the school year we know there are still questions related to learning expectations and guidelines for safe and healthy classrooms. Within this handbook, we provide clear guidelines embraced by the FPS district. Please refer to this handbook and particularly the “**TEMPORARY COVID ACCOMMODATIONS**” sections included in this document as they contain school policies, rules, traditions, and practices that will continue to be in place during the pandemic. Thank you for your support and partnership as we navigate this new educational landscape together.

FRANKLIN PUBLIC SCHOOLS

School Committee

Dr. Anne Bergen, Chair

Ms. Denise Spencer, Vice Chair

Ms. Jennifer D’Angelo

Mr.. Timothy Keenan

Atty. Judith Pond-Pfeffer

Ms. Mary Jane Scofield

Ms. Elise Stokes

Central Office Administrators

Dr. Sara Ahern, Superintendent	(508) 553-4819
Mr. Lucas Giguere, Assistant Superintendent	(508) 553-4819
Dr. Tina Rogers, Director of Curriculum - STEM	(508) 553-4821
Dr. Linda Ashley, Director of Curriculum - ELA & SS	(508) 553-4822
Ms. Paula Marano, Director of Student Services	(508) 553-4833

ECDC Office Directory

The telephone lines are open from 7:30 a.m. to 4:00 p.m. Monday - Friday.

Mrs. Kelty Kelley, Principal	(508) 541-8166 x2939
Mrs. Jillian Swanson, Team Chairperson	(508) 541-8166 x2943
Mrs. Laura Flanagan, Secretary	(508) 541-8166 x2938



Mrs. Suzanne Roma, School Nurse

(508) 541-8166 x2940

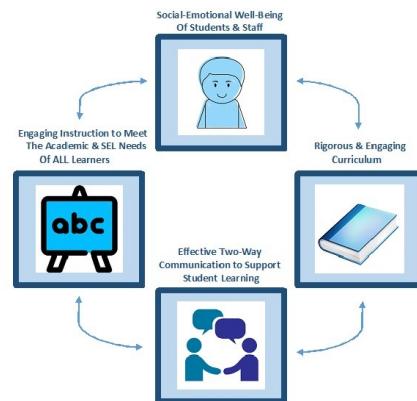
Franklin Public Schools Vision, Mission & Core Values

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.



Franklin Public Schools 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.



ECDC Core Values and Mission Core Values



ECDC gives me wings to fly.....

**I am kind!
I include others!
I am a curious learner!
I never give up!**

Mission

- ★ At ECDC we celebrate our diversity and strive to foster ***inclusiveness and acceptance*** so that everyone feels welcome in our community.
- ★ At ECDC we cultivate a ***joy of learning*** through play, discovery, and active exploration.
- ★ At ECDC we create a nurturing, warm environment that encourages and extends ***kindness*** to all.
- ★ At ECDC we provide a safe space that is conducive to meaningful learning where students can feed and develop their sense of wonder and ***curiosity***.
- ★ At ECDC we reinforce a growth mindset which promotes ***persistence and resilience*** where students are encouraged to see challenges as an opportunity to grow and learn.



Use of Digital Technology at ECDC-Position Statement

Updated 1/31/20

ECDC commits to use technology as a way to enhance curriculum within our integrated setting in a developmentally appropriate way. We believe that technology is a tool to be used in an interactive manner to help increase student engagement with the curriculum, support learning concepts, and enhance communication. Technology is also a valuable tool in helping us to share our students' learning experiences with families.

Technology at ECDC will be used to:

- Increase student engagement in an interactive manner
- Enhance communication with families to share what is happening in the classroom through approved digital technology.
- Technology will be used to reflect and extend experiences

Guidelines of Use:

- Screen time-limited to age-appropriate attention span (ex 5-15 minutes) with adjustments as needed
- Overall screen time (including videos, BookFLIX, interactive games, and the internet, etc.) limitations for a student in 1 day (during a 2 ½ hour day students no more than 15 minutes, during a 4 hour day a student will get no more than 20 minutes, during a 6 hour day a student will get no more than 30 minutes)

Staff responsibilities:

- Children will always be monitored by staff during screen time activities
- Care and safe use of technology will be modeled for children
- Staff will always appropriately vet content prior to student use

"Technology and interactive media are tools that can promote effective learning and development when they are used intentionally by early childhood educators."

(NAEYC 2009)

These guidelines were developed based on information from Fred Rogers Center, NAEYC, The American Academy of Pediatrics, and the White House Task Force on Childhood Obesity.



ECDC Operations

Staffing And School Hours

Please note that school starts promptly at the time indicated and we ask that families make every effort to have children present for the start of school.

AM Session:	9:15 AM to 11:45 AM	Extended AM Session:	9:15AM to 1:15 PM
Full Day Session	9:15 AM to 3:15 PM	PM Session:	12:45 PM to 3:15 PM

Professional Staff Contact List

Art Teacher	Sarah Libby Libbys@franklinps.net	(508) 541-8166 x2963
BCBA	Carrie Carroll carrollc@franklinps.net	(508) 541-8166 x2737
Classroom Teacher	Marylin Bennett Bennettma@franklinps.net	(508) 541-8166 x2930
	Chris Duggan dugganc@franklinps.net	(508) 541-8166 x2911
	Rebecca Hackney-Bliss hackneyblissr@franklinps.net	(508) 541-8166 x2914
	Jennifer Jacobs jacobsj@franklinps.net	(508) 541-8166 x2920
	Julie Levesque levesquej@franklinps.net	(508) 541-8166 x2923
	Megan Maloney maloneym@franklinps.net	(508) 541-8166 x2932
	Sarah Martin martinsa@franklinps.net	(508) 541-8166 x2931
	Elizabeth Reynard reynarde@franklinps.net	(508) 541-8166 x2917
Music Teacher	Jamie Barrett Barrettj@franklinps.net	(508) 541-8166 x2963
	Brian Gustafson gustafsonb@franklinps.net	(508) 541-8166 x2963



Special Education Team Chair	Jillian Swanson Swansonj@franklinps.net (508) 541-8166 x2943
School Psychologist	Jennifer Curry curryj@franklinps.net (508) 541-8166 x2963
School Nurse	Suzanne Roma romas@franklinps.net (508) 541-8166 x2940
Speech and Language Pathologists	Linda Cournoyer cournoyerl@franklinps.net (508) 541-8166 x2936
	Lisa Ladd laddl@franklinps.net (508) 541-8166 x2934
	Diane Peavey peaveyd@franklinps.net (508) 541-8166 x2935
	Kathleen Shipos shiposk@franklinps.net 508-541-8166 x2934
Physical Therapist	Joanne MacNeil macneilj@franklinps.net (508) 541-8166 x2933
Occupational Therapist	Sandra Wong wongs@franklinps.net (508) 541-8166 x2933

Absentee Call-In Procedures

- Provide the following information when calling **school personnel (508-541-8166)** when your child is absent from school due to illness:
 - Student's name
 - Teacher's name
 - Date(s) of absence
- Do not leave the following information on the absentee call-in line:
 - **Confidential medical information** – speak to the school nurse directly (508-541-8166 x2940)
 - Messages for classroom teachers (call their extensions directly)
- 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. chickenpox, flu, strep throat, pertussis)
 - An extended period of absence with atypical symptoms
 - Recent changes in family history that may affect your child



Families of children riding the school van must *also* call the **special education transportation office at 508-553-4831 to cancel transportation.** This is the family's responsibility.

Age of Admission-General Education Enrollment for Community Peers (students without IEPs)

ECDC has established the age of admission as three years of age on August 31st for community peers (students who are not on IEPs requiring enrollment in a preschool program) Once enrolled in a particular program at ECDC, your child will be given priority for the following year to that same program and parents can voluntarily enter a waitlist for other program options. As much as possible, it is our intent to maintain multi-aged and heterogeneous classrooms as best practice. It is also the expectation that all students transition to kindergarten when they are age-eligible; students can only be retained with the permission of the principal or on the recommendation of the IEP team.

Arrival and Dismissal

Arrival and Dismissal Procedures

- All students are expected to arrive by their program's start time and be picked up no later than the end of their child's program time. For example, if your child comes to school for the morning session, they should be dropped off at 9:15 and picked up at 11:45.
- All arrivals and dismissals will take place outside the ECDC front door or playground, as designated by your child's classroom teacher.
- Remain in your car until the teacher signals for your child's class to line up
- Please hold your child's hand and keep them with you while you line up to drop off or pick your child
- During inclement weather please wait in your car until the teacher signals you in.
- Due to confidentiality issues, please remember not to discuss your child's academic or social progress at arrival or dismissal. ECDC teachers are always available via email, or for a telephone or in-person conference to discuss your concerns.

Change in routine

- Please inform the staff, in writing, of any changes in your child's arrival and dismissal routines (new driver, early dismissal). ***We will not dismiss students to anyone unless we have authorization directly from the parent/guardian.*** Even if given your permission to pick up your child, unfamiliar adults will always be asked to present identification.
- If you arrive late, please check in at the office and a staff member will bring your child to his/her classroom.

Safety is our first priority

- Traffic can be very congested during arrival and departure times.
 - Please drive in and out of the parking lot slowly, cautiously. Always.
 - Please hold your child's hand when crossing the parking lot.
 - Please do not leave your child unattended in the schoolyard.



- Please do not leave young children unattended in your vehicle.

Book Clubs

Individual classrooms participate in Scholastic Book Clubs on a monthly basis to provide parents with the opportunity to purchase developmentally appropriate books of high quality at a very low price. Additionally, each time a book is ordered the classroom teacher gets points toward free classroom books. Please do not feel any obligation to participate.

Change in Staff

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

Communication Folder

Each child is issued a communication folder. Please check your child's bag daily for notices or messages from his/her classroom team. In addition, your child's teaching team will also check the folder daily, so please send information or messages in this folder. We appreciate your prompt return of items requiring signatures.

Communications Sent to Non-Custodial Parents:

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

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

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

Community Connections on Campus

Here at ECDC, building multi-generational and community connections is important.

- *Senior Friends:* At least once a month each of our classes visit our Senior Friends at the Franklin Senior Center. This long-standing partnership between ECDC and the Senior Center fosters an understanding of differences and the importance of connections.
- *Best Buddies:* Working with our friends at the Horace Mann Middle School, ECDC welcomes middle school friends into each classroom at least twice a week. This partnership fosters a love for teaching in many of our Best Buddies.
- *High School Partners:* Working with our friends at the high school, ECDC hosts at least one high school senior for a 4-6 week senior project. ECDC also invites Child



Development students from Franklin High School to participate in our preschool program.

Family Resource Lending Library

The ECDC has a wide range of reading materials in our resource room for parents to borrow. Topics include Behavior Management, A.D.H.D., Sleep Problems, Developmental Delays and many more. If you are interested in borrowing books from our library, or if you have a title you would like to share, please contact your child's classroom teacher.

Hand Washing Guidelines

- Use liquid soap and running water
- Rub your hands vigorously for at least 10 seconds
- Wash everywhere:
 - Backs of hands
 - Wrists
 - Between fingers
 - Under fingernails
- Rinse well
- Dry hands with a paper towel
- Turn the water off using a paper towel, not your clean hands

Holiday or Birthday Celebrations and Invitations

From time to time throughout the school year classes hold special celebrations. Teachers will inform parents at the beginning of the school year about procedures for events such as holidays, special celebrations. 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.*** This includes birthday celebrations. Some alternatives to food may include stickers, pencils, a favorite game, etc.

Children will receive a “birthday” crown and sticker for their birthday from their classroom teacher.

Please DO NOT send in any edible treats (ex: snack, cake, or ice cream) as some students at the ECDC have restricted diets.

Invitations **may not** be handed out at school unless the entire class is invited. If you can only accommodate some children, please mail the invitations and thank you cards from home.



Given the diverse makeup of our families, and the limited time students are in school, we do not send home Mother's and Father's Day gifts. All children will have the opportunity to make cards for their caregivers at the Writing Center around these holidays.

Temporary COVID Accommodations for Holiday or Birthday Celebrations:

- *No treats, edible or toys, can be distributed or shared at school*
- *No invitations at all will be distributed through our classroom*

Late Pick-Up

Please be prompt when picking up your child. The time between classes is our lunch/planning time. ECDC has a five-minute grace period after your child's class ends. We will be using the ECDC school clock as our guide. The first time you are late we will give you a verbal warning. Following the verbal warning, parents/guardians **will be charged a fee of \$1.00 per minute.** Your child will not be able to return to school until late pick-up fees have been paid. Fees will be paid by check to the "Town of Franklin" or online.

Lost and Found

Please label sweaters, coats, hats, mittens, lunch boxes, etc. When you send money to the school, please put it in an envelope and label it with the name of the child, the teacher's name, the amount of money and purpose.

A Lost and Found area is located in the front office. Parents should regularly check for items that have been lost.

Meetings

Newsletter Updates and Communication

Regular classroom updates will be shared by each classroom teacher's individual web-based blog/newsletter informing parents/guardians about the curriculum theme, past and future activities as well as important dates to remember. In addition, one daily communication folder will be provided for each student. Please note if your child's folder is lost outside of school, it will be the parent's/guardian's responsibility to replace it.

Open communication between teachers and parents is very important to the ECDC staff. **Please contact your child's teacher before or after school hours** via email or phone. You may leave a voice message with your child's teacher and he/she will make every reasonable effort to return your call at the end of the school day.

Outdoor Play

Children play outside unless it is raining or dangerously hot or cold. Please see that your child is dressed appropriately to be outside in all types of weather. Only students who wear boots and snow pants are allowed to play in the snow. However, even on the blacktop, sneakers often get wet. In winter, an extra pair of socks tucked in your child's backpack is often a welcome relief



on a cold day. To protect against cold, heat, sun injury, and insect-borne disease the following is recommended: in cold weather make sure clothing is dry and layered for warmth, when sunny provide sun-protective clothing for your child, apply sunblock with UVB and UVA protection of SPF 15 to exposed skin and insect repellent if needed due to high risk of insect-borne disease.

Please note: sunscreen and bug spray need to be applied at home; ECDC staff can not apply them.

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

Temporary COVID Accommodations Outdoor Play:

Families should expect and plan for students to be spending MORE time outside during the school day. Please plan accordingly.

Parking

For your child's safety, parking is reserved immediately to the left and right sides of the ECDC building for drop off and pick up. Here you have immediate access to the sidewalk for your child's safety.

- Please **do not** park in the circle driveway as it is reserved for our special education vans.
- Please **do not** park in the first 15 spots on the left and right of the parking lot as they are reserved for our special education vans and staff parking.

Parent Communication Council (PCC)

As a parent or guardian of an ECDC student(s), you are automatically a member of the PCC. The PCC promotes and improves the educational environment of ECDC by working toward common goals which benefit the children and the school. The PCC raises money through a collaborative effort among the staff, parents, and community to fund special enrichment programs that enhance the curriculum, provide additional funds for teachers and classrooms, and improve the school environment. The PCC is dedicated to exchanging ideas and acting as a resource group for teachers and staff and collaborate effectively for the academic, social/emotional and physical development of all our students.

Pets

Pets are not allowed on the grounds or in ECDC with the exception of service animals pursuant to school policy and procedures.

School Closing and Early Dismissals



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 the changes in school procedure that may occur:

- **School Cancellation:**

- In the event that weather conditions dictate school cancellation, these announcements will be made on radio, television and via Regroup notification as early as possible.

- **Delay in School Starting Time:**

- When Franklin Public Schools has a delayed opening, ECDC will have a cancellation/delayed opening as follows
 - ECDC morning session (9:15-11:45) will be canceled
 - ECDC full day and extended sessions (9:15-3:15 and 9:15-1:15) will delay opening as indicated (for example, if there is a 2-hour delay, the school will open for students at 11:15 and dismiss at the regularly scheduled time).
 - The delayed opening *will NOT impact* the afternoon session (12:45-3:15)

- **Unscheduled Early Dismissal:**

- In the event that adverse weather occurs or intensifies after school has begun, it may be necessary to release students earlier than normal so that buses can operate before the roads become more hazardous. In this event, all afternoon educational programs, activities, and PM pre-school classes will be canceled.

Parents need to use their discretion in deciding whether or not to send their child to school during inclement weather conditions.

School Council

School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members include the principal, a community representative, parents/guardians, and teachers. Terms are for two years and elections are usually in September of each year. Our ECDC School Council has 3 ECDC staff and 3 parents/guardians.

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.



Well Enough to Come to school

The following chart was developed by our ECDC school nurse to help families understand when a child is well enough to come to school.

I NEED TO STAY AT HOME IF...							
Fever	Vomiting	Diarrhea	Rash	Eye Infection	Hospital Stay and/or ER Visit	Poor night's sleep	Cough/cold with other symptoms
Temperature of 100°F or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Redness, itching, and/or "crusty" drainage from eye*	Hospital or ER visit for any reason*	Didn't sleep well due to cough or illness	Cold or bad cough with thick green/yellow nasal drainage
I AM READY TO GO BACK TO SCHOOL WHEN I AM...							
Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 24 hours	Free from diarrhea for at least 24 hours	Free from rash itching, or fever. I have been evaluated by my doctor if needed	Evaluated by my doctor.	Released by medical provider to return to school	Sleeping well and have energy for playing	Not coughing so much and have clear nasal drainage
<p>If your child has <u>strep throat</u> or another bacterial infection, he/she should stay home until the antibiotic has been given for at least 24 hours and your health care provider has given permission for your child to return to school.*</p> <p>We encourage you to seek medical attention when your child is sick and to follow your health care provider's recommendations about returning to school and other activities.</p>							

* Please inform the school nurse.

Snacks/Lunch

Your child needs to bring a snack and drink (water is available) to school (bringing lunch is also required for students staying at school for at least 4 hours). The classroom teacher will notify you regarding classroom allergies. We encourage good health and proper nutrition. **Please do not send in the following foods:** candy; hot dogs; whole grapes (cut them into quarters); nuts; popcorn; raw pea pods; hard pretzels; spoonfuls of peanut butter; chunks of raw carrots or meat larger than can be swallowed whole. All snack and lunch items must come in fully prepared. If these items are hot or cold, please put them in a container that will maintain the heat (thermos) or cold (ice pack). There is no sharing of food permitted at snack or lunch times.

Please note:

- **All lunch/snack boxes should be disinfected at home EVERY night**
- **All students must bring their own drink and utensils as appropriate.**



Special Traditions

Given the diversity of our families, ECDC staff would like to encourage parents/guardians to share their special family traditions throughout the year. Please contact your child's teacher for more information.

Transitions from Home to School

For some children, the transition between home and school can be difficult. We strongly encourage a partnership with parents to support a positive transition. The staff will make sure to provide high interest developmentally appropriate activities along with a nurturing environment. Some suggestions to support a positive transition are:

- Prepare your child by being excited about school.
- Do not prolong the good-bye. If your child whines or clings, staying will only make it worse.
- Create comfortable routines.
- Always say good-bye to your child.

If your child does experience transition difficulties we will call you and give reassurance that your child is doing fine.

Transportation

Transportation for all children will be the responsibility of their parents/guardians unless otherwise included in the child's Individual Education Program (IEP). All questions and concerns regarding special education transportation should be directed to Lisa Bassignani- 508-553-4831.

Tuition Procedures

The F.X. O' Regan Early Childhood Development Center is dependent upon tuition revenues from our community peers (non-IEP students) for supporting early childhood programs and we expect the enrollment agreement to be honored. Reminders are not sent out.

If you are having financial difficulties, please contact the ECDC Principal at 508 541-8166 to discuss options for tuition assistance. Tuition assistance may be available to qualifying families and is awarded to families according to district policies.

In an effort to streamline payments of all kinds, the district encourages all families to utilize the **online bill pay** option.

Payment Expectations

All payments are due as outlined in the chart below.

There is a \$10.00 late fee for all payments received after the 10th of the month.

There is a \$20.00 fee for bounced checks

If payment is not received by the 30th of the month when a payment is due, your child will be terminated from the program.



Tuition Rates and Payment Schedule

ECDC 2021-22 Payment Schedule					
Session	Deposit	Sept 1st	December 1st	February 1st	Total
3 Half Days	226	676	676	677	2255
2 Days	264	792	792	792	2640
4 Half Days	304	912	912	912	3040
4 Days	504	1504	1504	1504	5016
5 Days	627	1881	1881	1881	6270

Online Bill Pay

Families pay tuition on-line by going to the ECDC website and clicking on the link for online bill pay under services, or by visiting

<https://unipaygold.unibank.com/customerinfo.aspx> .

If you pay online, you will need your child's ID number. You have two (2) options for paying your bill; either by electronic check or by credit card.

Electronic Check: You will need one of your checks with you when you pay your bill online in order to get your account number and the bank's routing number from it. You will be shown where this information is on your check. There is a fee of \$.25 per check.

Credit Card: We accept MasterCard and Discover for credit card payments. There will be a fee for each online payment. The credit card service provider charges the fee to your credit card. When paying by credit card, the fee amount will appear in a separate box and will be totaled with the amount of the tax.

If you choose not to pay on-line, please put your tuition in the locked mailbox located in the ECDC foyer at the beginning of each month as outlined above. The tuition must be secured in an envelope with your child's and teacher's name clearly printed on the front.

Updated Family Information:

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 upon any changes made.

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 required if the person picking the child up is unknown to school staff.

What to Bring To School

Backpacks

Children should have an appropriate size backpack to carry materials and information to and from school. It should be large enough to hold school projects and notices, yet small enough for them to carry independently. Please do not send your child to school with a backpack that has wheels. These backpacks are a safety issue when going up and down the stairs. Please label the backpack with your child's name and check it daily for school information.

Clothes

Please dress your child in play clothes (dress for a mess). Even though we wear smocks for messy activities it is difficult to keep paint, etc., off of clothing. Additionally, dress your child according to the weather. We try to go outside on a daily basis, weather permitting. Flip flops or shoes that could be potentially dangerous while outdoors or on the stairs should not be worn to school. Please label all clothing items.

Diapers and wipes

Please keep several disposable diapers in your child's backpack. When they have been used, please replace them. If your child is still wearing diapers, please provide a box of diaper wipes to stay in the classroom.



PART II. FPS ELEMENTARY POLICIES, RULES & PROCEDURES (2021-22 PROPOSED)

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. Visit the School Committee website
<https://www.franklinps.net/district/school-committee-policy-manual/pages/table-contents> for more information.

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.

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VOLUNTEER OPPORTUNITIES

[CORI and Fingerprint-based CHRI Checks:](#)

[Handbook:](#)

[Parent Communication Council \(PCC\):](#)

[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
- Messages for classroom teachers

When should you call the nurse regarding a student illness?

- A new medical diagnosis or change in health or emotional status
- A newly prescribed medication
- Any change in current medication
- A serious injury, illness, or hospitalization
- An injury that will require a wheelchair or elevator use
- A contagious disease (e.g. chicken pox, flu, strep throat, pertussis)
- 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.

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.



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.

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.

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 of 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 is 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.

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.

PETS:

Pets are not allowed on school grounds.

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 to 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. Parents/guardians and/or students may petition the Bureau of Special Education Appeals for a hearing.

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.

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

REPORT CARDS (DEVELOPMENTAL SUMMARIES)

Developmental Summaries 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, NCCB). 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
Identify victim(s) as appropriate	Make a determination regarding the reported



	incidence
Include the School Resource Officer (SRO) as appropriate	If it is determined that a bullying incident occurred...
Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate	Take steps to restore a sense of safety for the victim, witnesses, and school community
Provide appropriate information to the parents/guardians of the victim and the bully	Notify all involved about the prohibition of retaliation
Take steps to restore a sense of safety for the victim, witnesses, and school community	Provide appropriate information to the parents/guardians of the victim in accordance with state law

ADMINISTRATIVE STEPS: STUDENT TO STUDENT BULLYING

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

Bully/Cyberbully and Bully/Cyberbully Bystanders:

Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school
Have an educational discussion with the student(s) and parent(s)/guardian(s)
Inform all relevant adults – teachers, counselors, staff, and/or bus drivers
Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying
Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity
Student(s) are informed about further consequences if any form of retaliation were to occur
Student(s) may be referred to School Adjustment Counselor or School Psychologist
If the student is a special education student, the 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. Preschool and kindergarten personnel teach children to make caring connections through multi-sensory teaching. Good programming incorporates guiding children's auditory, visual and movement reception and expression. Guiding always involves positive, helpful touch and at times physical redirection by personnel. This is part of teaching. On the rare occasions that staff must protect anyone from imminent, physical serious harm, early childhood personnel will use nonviolent 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 your emergency card online. This information requires 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.

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.



SCHOOL COUNCIL:

School Councils for individual schools are formed in accordance with the Education Reform Act of 1993. The council members are 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.

[Click Here for Section III District Policies](#)