

ANNIE SULLIVAN MIDDLE SCHOOL



STUDENT/PARENT HANDBOOK 2021-2022

Also available at <https://www.franklinps.net/district/school-handbooks>

Elizabeth Morrison, Principal

Michael Procacini, Assistant Principal

500 Lincoln Street
Franklin, Massachusetts 02038

Telephone: (508) 553-0322



HOME OF THE HUSKIES

If you need to receive a copy of this handbook translated in your spoken language, please contact the principal's office at 508-553-0322 press 2 then enter 3414.

إذا كنت بحاجة إلى الحصول على نسخة من هذا الكتيب مترجمة إلى لغتك المنطوقة ، فيرجى الاتصال بمكتب المدير على الرقم 0322-553-508 ، ثم اضغط 2 ، ثم أدخل 3414.

'iidha kunt bihajat 'iilaa alhusul ealaa nuskhat mn hdha alkatib mutarajimat 'iilaa laghtak almantuqat , fiarjaa alaitisal bimaktab almudir ealaa alraqm 508-553-0322 , thuma adghat 2 , thuma 'udkhil 3414.

Si necesita recibir una copia de este manual traducida en su idioma hablado, comuníquese con la oficina del director al 508-553-0322, presione 2 y luego ingrese 3414.

Kana uchida kugamuchira kopi yebhuku rino rakashandurwa mumutauro wako, tapota taura nehofisi yemukuru pa508-553-0322, shandisa 2 uye pinda 3414.

Si vous avez besoin de recevoir une copie de ce manuel traduit dans votre langue parlée, veuillez communiquer avec le bureau du directeur au 508-553-0322, appuyez sur 2 et entrez 3414.

Se você precisar receber uma cópia deste manual traduzido em seu idioma falado, por favor entre em contato com o escritório do diretor pelo telefone 508-553-0322, pressione 2 e entre com 3414.

अगर आपको अपनी बोली जाने वाली भाषा में अनुवादित इस पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है, तो कृपया प्रिंसिपल के कार्यालय से 508-553-0322 पर संपर्क करें, 2 दबाएं और फिर 3414 दर्ज करें।

agar aapako apanee bolee jaane vaalee bhaasha mein anuvaadit is pustika kee ek prati praapt karane kee aavashyakata hai, to krpaya prinsipal ke kaaryaalay se 508-553-0322 par sampark karen, 2 dabaen aur phir 3414 darj karen.

TABLE OF CONTENTS

SECTION 1

PAGES 2-23

Translation.....	Page 2
Table of Contents.....	Pages 3-4
Message from the Principal.....	Page 5
Franklin Public Schools Directory.....	Page 6
Franklin Public Schools Vision, Mission Statement, and Core Values.....	Page 7-8
Annie Sullivan Middle School Mission Statement.....	Page 9
Frequently Asked Questions.....	Pages 10-14
Annie Sullivan Traditions, Policies, Rules, and Procedures.....	Pages 15-22

SECTION 2

Franklin Middle School Policies, Rules, and Procedures.....	
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SECTION 3

Franklin Public School Policies and State and Federal Regulations.....	
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MESSAGE FROM THE PRINCIPAL

Dear Students and Parents/Guardians:

Welcome to Annie Sullivan Middle School!

We are pleased to present the 2021 – 2022 Annie Sullivan Student/Parent Handbook. This Handbook is a result of collaboration with the Horace Mann and Remington Middle Schools of the Franklin Public Schools, Central Office and the ASMS School Council, which is comprised of parents/guardians and faculty. We hope that you will find this handbook to be a useful reference tool throughout the school year as it contains school policies, rules, traditions and practices. It also contains district policies, state and federal regulations and laws. Please note that the final section of the Handbook contains the bullying and cyberbullying prevention policies and procedures of the Franklin Public Schools. Also note that a COVID addendum will accompany this handbook to provide further guidance for the unique circumstances we will face together as a community this year.

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

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

If I can be of assistance at any time during the school year, please do not hesitate to contact me at 508-553-0322, extension 3417 or morrisone@franklinps.net.

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

Very truly yours,

*Elizabeth Morrison
Principal*

FRANKLIN PUBLIC SCHOOLS

SCHOOL COMMITTEE

Dr. Anne Bergen, Chairperson
Ms. Mary Jane Scofield
Ms. Jennifer D'Angelo
Mr. Timothy Keenan

Atty. Judith Pond-Pfeffer
Ms. Denise Spencer, Vice Chairperson
Ms. Elise Stokes

CENTRAL OFFICE ADMINISTRATORS

Dr. Sara Ahern, Superintendent	(508) 553-4819
Mr. Lucas Giguere, Assistant Superintendent	(508) 553-4820
Ms. Paula Marano, Director of Student Services	(508) 553-4837
Dr. Linda Ashley, Interim Curriculum Director (ELA/SS)	(508) 553-4822
Dr. Tina Rogers, Curriculum Director (STEM)	(508) 553-4821

MIDDLE SCHOOL DIRECTORY

Call 508-553-0322 – press 2 to reach ASMS then enter the appropriate extension number

Mrs. Elizabeth Morrison, Principal	3417
Mr. Michael Procacini, Assistant Principal	3419
Ms. Lisa Daly, Nurse	3421
Mrs. Brandee Franciosi, Special Education Team Chair	3691
Mr. Robert Flanagan, School Psychologist	3418
Ms. Katie Hughes, Guidance Counselor	3420
Mrs. Tinna Ramos, Secretary	3414

The telephone lines are open from 7:30 a.m. to 3:30 p.m. Monday - Friday.
Absentee Line: 508-553-0322 press 2 to reach ASMS, and then press 1.

NO SCHOOL SIGNAL

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

Annie Sullivan Middle School Fax Number: 508-541-2109

Annie Sullivan Website: <https://www.franklinps.net/annie-sullivan>

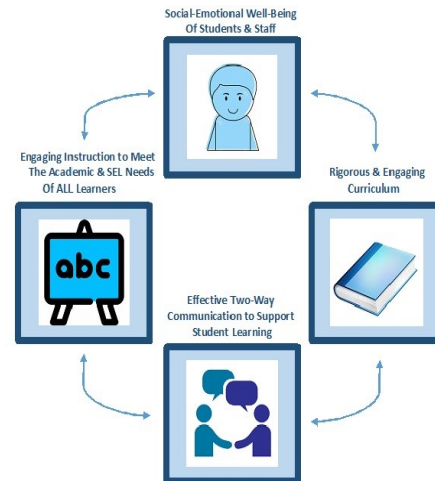
This handbook may be revised/changed or edited after publication.

VISION

THE FRANKLIN PUBLIC SCHOOLS WILL FOSTER WITHIN ITS STUDENTS THE KNOWLEDGE AND SKILLS TO FIND AND ACHIEVE SATISFACTION IN LIFE AS PRODUCTIVE GLOBAL CITIZENS.

CORE VALUES

- *SOCIAL EMOTIONAL DEVELOPMENT*
- *HIGH EXPECTATIONS FOR STUDENT SUCCESS*
- *SAFE AND INCLUSIVE SCHOOL CULTURE*
- *COLLABORATIVE COMMUNITY*



THEORY OF ACTION

*IF WE NURTURE A SAFE, SUPPORTIVE, INCLUSIVE, AND COLLABORATIVE ENVIRONMENT; PROVIDE CHILDREN WITH AN ENGAGING AND RIGOROUS CURRICULUM WITH EXEMPLARY INSTRUCTIONAL PRACTICES THAT SUPPORT AND CHALLENGE STUDENTS TO REACH THEIR FULL POTENTIAL THROUGH PERSONALIZED LEARNING OPPORTUNITIES; AND ENGAGE THE COMMUNITY IN EFFECTIVE TWO-WAY COMMUNICATION IN ORDER TO SUPPORT STUDENT LEARNING, **THEN** EACH FRANKLIN STUDENT WILL DEVELOP THE NECESSARY SOCIAL-EMOTIONAL, ACADEMIC, AND CAREER SKILLS TO BE A PRODUCTIVE CITIZEN IN AN EVER-CHANGING WORLD.*

STRATEGIC OBJECTIVES:

SOCIAL-EMOTIONAL WELL-BEING OF STUDENTS AND STAFF

TO HELP STUDENTS DEVELOP CONNECTIONS TO SCHOOL, SUPPORT POSITIVE BEHAVIORS AND INCREASE ACADEMIC ACHIEVEMENT, THE FRANKLIN PUBLIC SCHOOLS WILL ENHANCE PROGRAMS AND PRACTICES, AND PROMOTE THE WELL-BEING OF STAFF, IN ORDER TO ENABLE EACH STUDENT TO ACQUIRE THE KNOWLEDGE, ATTITUDES, AND SKILLS ASSOCIATED WITH THE CORE COMPETENCIES FOR SOCIAL-EMOTIONAL LEARNING.

ENGAGING AND RIGOROUS CURRICULUM

TO ENSURE THAT STUDENTS ARE PROVIDED WITH RIGOROUS LEARNING OPPORTUNITIES THAT FOSTER THE DEVELOPMENT OF THE KNOWLEDGE, SKILLS, AND DISPOSITIONS THEY WILL NEED IN THEIR FUTURE COLLEGE, CAREER, AND CIVIC ENDEAVORS, THE FRANKLIN PUBLIC SCHOOLS WILL OFFER AN ENGAGING AND RIGOROUS CURRICULUM THAT FOCUSES ON PREPARING STUDENTS FOR A RAPIDLY CHANGING, TECHNOLOGICALLY ADVANCED, GLOBALLY INTERDEPENDENT FUTURE.

HIGH-QUALITY INSTRUCTION TO MEET THE ACADEMIC AND SEL NEEDS OF EACH LEARNER

TO ENSURE THAT EACH STUDENT IS SUPPORTED AND CHALLENGED TO REACH THEIR FULL POTENTIAL, THE FRANKLIN PUBLIC SCHOOLS WILL ALIGN CURRICULUM, INSTRUCTIONAL PRACTICES, AND VARIED ASSESSMENT OPPORTUNITIES TO PERSONALIZE LEARNING AND MEET INDIVIDUAL NEEDS.

EFFECTIVE TWO-WAY COMMUNICATION TO SUPPORT STUDENT LEARNING

TO ENSURE THAT ALL STAKEHOLDERS ARE ENGAGED WITH THE SCHOOL COMMUNITY IN SUPPORT OF STUDENT ACHIEVEMENT, THE FRANKLIN PUBLIC SCHOOLS WILL SEEK TO ENHANCE OPPORTUNITIES FOR TWO-WAY COMMUNICATION BETWEEN AND AMONG ALL STUDENTS, FAMILIES, STAFF, ADMINISTRATORS, AND THE COMMUNITY.

ANNIE SULLIVAN MIDDLE SCHOOL
MISSION STATEMENT
(updated June 2017)

PERSONAL GROWTH

ASMS celebrates the unique qualities of early adolescence by nurturing the physical, social, emotional and intellectual growth of all students. We model perseverance, positive risk taking, mindfulness and self-reflection through our daily actions.

ACADEMIC STANDARDS

We encourage independent, creative and critical thinking in a rigorous program of studies that promotes student excellence. Our team of educators combines passion with innovative practices and 21st century technology to inspire lifelong learning.

CULTURE

We provide a safe learning environment that fosters tolerance, encourages compassion, and cultivates respect for individual differences. We promote teamwork in a collaborative environment.

COMMUNITY

In partnership with parents and the greater Franklin community, our mission is to educate our students to be resourceful, accountable, responsive, and contributing members of our global society.

ANNIE SULLIVAN MIDDLE SCHOOL

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE SCHOOL HOURS AT ASMS?

School begins promptly at 7:20 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:20 a.m. We know that arriving to school on time and ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 1:55 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. For safety sake, please follow the drop off and pick up procedures by looping in the lower parking lot to avoid a backup on Lincoln Street and dropping off and/or picking up students in front of the ASMS/Keller front doors. Please do not allow students to exit or enter cars on the hill leading up to the complex.

WHAT IF I AM ABSENT FROM SCHOOL?

A parent/guardian must call the absentee line before 7:20 a.m. to report an absence. The absentee line can be accessed by calling 508-553-0322, then press 2 to reach ASMS, then press 1. Please state the first and last student's name, grade, and reason for absence.

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

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

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

WHAT IF I WANT TO LEAVE AN EVENING EVENT EARLY?

Students who leave an evening event early will not be allowed back to the event (E.g.: a concert, *Step Up Celebration*, etc.). Additionally, students are not allowed to walk home from an evening event as this poses a safety concern. A student must be picked up by a parent or guardian (Please note that students may carpool).

WHAT IF I FORGET SOMETHING AT HOME?

If students leave something at home (e.g. homework, a project, lunch, lunch money etc.) they may call home before school starts, or at the discretion of their teacher. Parents/Guardians may drop the item off at the Main Office, however it should be limited to essential items only. Items must be clearly marked with the student's first name, last name and grade level. It is the responsibility of the student to retrieve items brought to the Office. Office staff will not interrupt a class to notify students that their forgotten item has arrived. Please place the forgotten item on the bench in the Office. Students will be informed and reminded that they should check for forgotten items during passing time between classes and before lunch. Please assist us with helping your child to become responsible for remembering to bring needed materials to school by limiting items dropped off to only essential items.

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

The school building remains open until 4:00 p.m. daily. Students can still access their lockers until then, but not a teacher's classroom. Please do not ask office, custodial, or teaching staff to let you into the building after 4 p.m. This is a disruption to the important work that needs to be completed after school hours. Please assist us in helping your child to be responsible for bringing home needed materials as a matter of routine.

WHAT IF I WANT TO JOIN A CLUB OR PARTICIPATE IN ACTIVITIES?

Teachers will be organizing and arranging the various clubs and activities in the first three weeks of school. It is anticipated that clubs and activities will be up and running by the third week of the school year. A list of the various clubs and activities will be provided to students and families. There is a \$75.00 user fee for all extra- curricular activities.

WHAT IF I FORGET MY LUNCH MONEY?

During the 2021-2022 school year, all students will receive breakfast and lunch free of charge. Students are encouraged to pre-order lunch daily.

WHAT IF I WANT TO BRING A BEVERAGE TO SCHOOL?

Students are permitted to bring in clear, plastic water bottles or the insulated eco-friendly water bottles to school and may carry them during the day. Staying hydrated is important to the learning process. Students may also bring in a juice drink for snack time which is an arranged time during the day and is organized by academic team. Glass bottles of any kind are not permitted. Students are not allowed to bring in pre-made drinks of any kind (e.g. smoothies, coffee drinks etc.) Red Bull, Amp, Monster and other such caffeinated drinks are also not permitted. Caffeinated drinks are not healthy for young adolescents. Drinking caffeinated beverages has been associated with difficulty sleeping, feeling tired in the morning, dehydration and headaches.

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

Lost items are usually turned into the Main Office, Nurse's Office and/or PE offices. Whenever students lose any personal property or books they should check at the Office to see if the article has been turned in to any of these locations.

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

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

WHAT IF I SKATEBOARD TO SCHOOL?

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

WHAT IF I RIDE MY BICYCLE TO SCHOOL?

Students must walk bicycles on and off the school grounds, using the designated crosswalk through the parking lot. All bicycles should be parked and locked on the bicycle rack near the cafeteria doors. It should be noted that it is the responsibility of students to lock their bicycles, as the school department cannot assume responsibility for stolen bicycles. Massachusetts General Law c. 85 s. 11B now requires that children 16 years and younger wear safety helmets while operating or riding as a passenger on bicycles.

WHAT IF I GET SICK OR INJURED DURING SCHOOL?

Students should ask a teacher for permission to see the school nurse immediately if feeling sick or injured. If a student is feeling dizzy the student will be escorted to the nurse's office. The nurse will decide if there is a need to leave school or to seek further medical attention. Students should not make arrangements directly with parents via texting or phone calls. In these cases, parents/guardians will be notified and the nurse will arrange to have the student picked up from school if it is necessary for the student to go home. If the nurse sends a student home from school that absence from school is considered an excused dismissal.

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

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

WHAT IF I WANT TO BRING A CELL PHONE TO SCHOOL?

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Office for a follow up conversation with administration. If continued violation of inappropriate cell phone usage were to

occur discipline will be progressive. School administrators may check the content of cell phones if there is a reasonable suspicion that school rules have been violated. Cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging. When students are on a field trip or at a field day cell phones are to remain at school in a locked locker. Cell phones are not permitted on field trips or at field days at any time as these trips are considered part of the school day, unless authorized by a teacher.

WHAT IF I WANT TO TAKE A PICTURE WITH MY CELL PHONE AT SCHOOL OR AT A SCHOOL SPONSORED EVENT?

Taking pictures with a cell phone or cameras is not permitted by students during the school day. Teachers may take pictures in class of special events and/or special class projects. Picture taking with cameras, and cell phones, will be allowed at Student Council school wide, after school and evening events, the eighth grade Step Up Ceremony and the eighth grade field day. These are the only exceptions to this rule.

WHAT ELECTRONIC DEVICES ARE ACCEPTABLE TO BRING TO SCHOOL, E.G.: KINDLES, NOOKS, OR OTHER E-READERS, I-PADS, I-PODS, I-TOUCH, MP3 PLAYERS, HAND-HELD VIDEO GAMES, ETC?

Electronic devices (iPods, iPads, Kindles, Nooks, Tablets, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office for a follow up conversation. If continued violation or inappropriate usage were to occur discipline will be progressive, unless circumstances warrant otherwise.

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

The purpose of the use of fidgets in the classroom is to improve focus and help students maintain attention during class time. At ASMS we have school-sanctioned fidget items that are allowed in school, which help with focus. However, these do not include fidget spinners, fidget cubes, Kendama, or other items which can actually distract students' attention. If students have a question regarding the use of a specific fidget they can check with the school counseling staff.

WHAT IF I AM ASSIGNED A DETENTION?

A teacher, the Assistant Principal, or the Principal may assign detentions during lunch or after school. Detentions are assigned because of failure to follow school rules, misbehavior, lack of respect, repeatedly coming to class unprepared, tardies, gum chewing, etc. Students will serve or stay for the detention on the day the teacher, the Assistant Principal, or the Principal assigns.

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

Our lockers are part of our physical plant and it is our goal to keep them in good condition for all students. Therefore, nothing is to be attached or affixed to the outside of lockers. Magnets are the only acceptable method of attaching anything to the inside of the lockers. No locker is to be written on or defaced in any manner. Latex balloons are not allowed in school due to the potential risk to students and staff who have latex allergies. If a student club wishes to decorate lockers as part of a special occasion, they must ask for permission from the Principal or Assistant Principal before doing so. Approved decorations shall be limited to sticky notes or paper attached with painter's tape. Approved decorations must be removed within two (2) school days in order to keep the hallways clean.

WHAT DO I USE TO COVER MY TEXTBOOKS?

Textbooks must be covered at all times as covers protect them from damage. Students may use grocery store bags or book socks to cover textbooks. Book socks that are too small for the textbook are not to be used as they damage the books and students will be held accountable for said damage. Contact paper or adhesive paper is not to be used as they permanently damage the books. Students will be held accountable for any damage to a textbook. School issued novels or non-fiction books are to be carried in a plastic bag to protect the book for future student use.

WHAT IF I LOSE OR DAMAGE SCHOOL TEXTBOOKS, CHROMEBOOKS, LIBRARY BOOKS OR SCHOOL SUPPLIES, (E.G. CALCULATOR, SCHOOL OWNED MUSICAL INSTRUMENT/ SUPPLY, AGENDA BOOKS, ETC)?

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

WHAT IF I WANT TO GREET MY FRIEND?

A common greeting among students at Annie Sullivan is to high five one another or to give a friendly pat on the back. This is acceptable behavior at Annie Sullivan when done respectfully and does not disrupt or interfere with the school day. However, giving high fives, slapping, or “five starring” (leaving an imprint of fingerprints on someone’s back) is not acceptable when done to cause harm to another student. Giving high fives during the day and during passing time should not be so loud as to disrupt or make students late to class. At no time is hugging among or between students to be used as a common greeting during the school day.

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

We strongly recommend students make after school plans in advance of the start of the school day (e.g. the day/night before). This will help students to better manage their time. If the occasion arises where calling home becomes necessary, students will only be permitted to use classroom phones at the end of FLEX, at the discretion of the teacher. Students may use the phone in the Main Office at the discretion of the Secretary. According to school policy, teachers must dial the phones for students when calling from the classroom to avoid any misdialing.

WHAT IF I WANT TO SIGN A YEARBOOK?

It is a tradition at Annie Sullivan Middle School to give students an opportunity to autograph yearbooks. We believe that this is an important activity at the end of the year because it allows students the time to bring the year to a close in a positive and meaningful way. It is exciting to see the yearbook for the first time and to be able to share that moment with friends and staff. Teachers and staff will not sign student yearbooks. It is our expectation that any messages or drawings written in a yearbook are appropriate and respectful. Failure to follow the yearbook signing guidelines (e.g., use of language or pictures that are inappropriate, demeaning or derogatory towards a person or group of people) may result in a disciplinary action. We want to ensure that each student has the opportunity to take home a yearbook that will be a treasured keepsake for years to come, and one that they are proud to share with family and friends now and in the future.

ANNIE SULLIVAN MIDDLE SCHOOL TRADITIONS, POLICIES, RULES AND PROCEDURES

AGENDA BOOKS

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

BACKPACKS/BOOK BAGS

Students are allowed to carry backpacks or book bags throughout the school day. Coats, lunches, and cell phones should be placed in the locker at the beginning of every day and collected at the conclusion of every day. Students may store other items in their lockers and will be given locker breaks throughout the school day.

CHROMEBOOKS

Students at Annie Sullivan Middle School have 1:1 access to Chromebooks during the school day. Students are assigned a specific Chromebook at the start of the school year and will keep the chromebooks throughout the year, bringing them back and forth to and from school. The Chromebooks are a powerful learning tool and are used to access course content and assignments in Google Classroom. It is important that students responsibly handle and interact with Chromebooks to ensure that they aide in the learning process. Teachers and staff have devised plans to assist students as they learn how to manage the Chromebooks. Specific rules for handling Chromebooks are provided by each Team at the start of the school year. Insurance is available for families to purchase.

General expectations across the school include the following:

- Chromebooks are considered an instructional tool and should only be used to access content as directed by the teacher.
- Chromebooks are to be carefully carried to each class. Avoid stacking on top of angled binders, etc.
- Chromebooks are school property and are to be treated accordingly. Stickers, decals and other decorations are not permitted. If a Chromebook is significantly damaged students will be expected to reimburse for the damage made to the Chromebook, depending on insurance.

DISMISSAL

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

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

Students dismissed from school prior to 11:00 a.m. will not be allowed to attend or participate in any extracurricular

functions, unless special permission has been received from the Principal or Assistant Principal.

Dismissal on Snowy Days

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

After School Pick-Up

Students will be released from clubs/activities, extra help or detention at 3:00 p.m. All students must be picked up at this time. In order that the after school activity is not disrupted parents/guardians must wait for their children to exit the building. Please follow the guidelines for car pick up that have been established for after school parent pick up and avoid using the bus loop as a parking location.. The secretary will not call into the classroom to dismiss a student.

EVENING ACTIVITIES

Student Council and other groups sponsor evening activities each year for students at Annie Sullivan Middle School. Students who attend school sponsored activities must observe the following rules:

1. Students will not be allowed into the building until the start time and should not arrive prior to that time. Students will not be admitted one half hour after the start time unless accompanied by a parent/guardian into the building.
2. Activities and events other than District-wide concerts are for Annie Sullivan Middle School students only.
3. Clothing should be neat, clean, and appropriate for the event.
4. Students must remain until the conclusion of the activity unless a parent/guardian comes into the school to pick up the student(s).
5. Students are not permitted to walk home from evening activities.
6. Students should arrange for transportation home without the need to use a school telephone.
7. Students must be present in school until 11:00 a.m. in order to attend the after school or evening activity.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

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

GUIDANCE

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

GUM CHEWING

Careless disposal of gum in drinking fountains, on furniture and floors has presented sanitation and cleaning problems as well as costly repairs and is not acceptable. Additionally, gum chewing can interfere with classroom activities such as oral presentations, classroom discussions or oral responses. Therefore, gum chewing is not permitted at any time. Strict enforcement of this rule will be adhered to by all ASMS staff. If continued violation of gum chewing were to occur discipline will be progressive. Gum chewing can at times be allowed with administrative approval such as during MCAS test administration. There are other circumstances where gum chewing is allowed but it must be approved by administration.

It is important to note that in the 2005-2006 school year the Student Council introduced a gum chewing initiative that failed because of the lack of full adherence to the rules as set forth by the students. Therefore, gum chewing is no longer

allowed at Annie Sullivan Middle School. Students may use lifesavers in moderation and are asked not to bring in super-size bags.

HOMEWORK

Homework is a meaningful and valuable tool that reinforces learning by providing practice outside of school. This helps students, teachers, and families understand what is being taught at school and what students need to work on. Homework can be differentiated to provide either enrichment or reinforcement for learners. It is designed to inform instruction and should be developmentally appropriate for students in terms of time, scope, and expectations. In accordance with the [Franklin Public Schools Homework Policy](#), these guidelines represent a needed balance between homework and time for students to engage in family, social, and other activities. Additionally, study time for assessments or long term project work will be balanced with daily work assigned by teachers.

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

MAKE-UP WORK

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

LOGO (HISTORY OF LOGO)

During the 2005-2006 school year, the Annie Sullivan Logo was designed. Interested students were asked to participate in a contest to draw a logo that incorporated the four components of our Mission Statement: Personal Growth, Academic Standards, Culture and Community. Four student designs were chosen and combined to create the Logo. With the help of Art teacher, Mrs. Guarino and parent, Mrs. Payne, our newly minted Logo became official. Students Sarah Cordeiro, Sean Mahan, Patrick McCarthy and Alexandra Zollo all contributed one section of the final design. Our Logo now serves as an enduring symbol of our desire to achieve and reach higher and higher for our goals.

MASCOT (HISTORY OF MASCOT)

The 2013 Student Council embarked on a process to determine a mascot for Annie Sullivan Middle School. With the help of their faculty advisors Mrs. Ahearn, Mr. Anthony and Mr. Williams, the Student Council developed a contest with clearly stated criteria and a process for narrowing down the over sixty entries. The Student Council selected ten finalists and then opened up the voting to the entire student body and staff. When the voting was completed, the Husky was the overwhelming choice. Part of the contest included explaining why the Husky would be the best mascot for Annie Sullivan. Alex Chitarra wrote, "A Husky would be a good mascot for Annie Sullivan because they are hardworking animals like we are students. They work with each other to complete a goal using each other's strengths, like pulling a dog sled, much like what we do in class, working together to solve problems. Huskies are naturally strong, hardworking,

proud, animals that are great leaders, just like we strive to be here at Annie Sullivan.”

SCHOOL COUNCIL:

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

The council’s responsibility is to advise the principal about school matters, review the budget and help to develop the school improvement plan. If any parent/guardian or community member is interested they should contact the building principal. Members’ names will be published.

SCHOOL HOURS

School begins promptly at 7:20 a.m. Students are allowed to enter the building at 7:10 a.m. Students are expected to be in their classrooms and ready for the day to begin at 7:20 a.m. We know that arriving to school on time and being ready for the day is the essential ingredient for our students to have a successful day. The school day ends at 1:55 p.m. when the dismissal process begins. Bus students are dismissed first, followed by walkers and then those students who are picked up by car are dismissed. Our dismissal is systematic to ensure the safety of all of our students. Please follow the drop off and pick up procedures as outlined below.

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

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

Please be aware that cars should not block traffic on Lincoln Street and should loop around in the lower parking lot as the line of cars grows. Please be courteous and allow the next car in line from the lower lot to re-enter the driveway. **Please trust that this system works when everyone follows the rules and it is indeed the safest and most efficient system. We have worked carefully with the Franklin Police Department to develop this traffic plan.**

ANNIE SULLIVAN POSITIVE RECOGNITION PROGRAMS

MISSION CARDS

This program is an opportunity for the students and staff to live the mission of ASMS. It recognizes students for their efforts, positive attitude, hard work, academic and/or personal success, as well as positive contributions to their community. This program is directly linked to the Annie Sullivan Mission Statement which can be found on page 8 of this Handbook. Mission Cards are earned when a student has demonstrated that they have realized success in one of the aforementioned areas. A brochure that contains examples of ways students can earn these recognitions is available at the beginning of the school year. One of the overarching goals of this program is to demonstrate to students that collaboration, personal growth, a positive attitude, and determination do matter!

A student who earns a “Mission Card” in one of the four areas: Personal Growth, Academic Standards, Culture and Community will place their card(s) in the appropriate fishbowl in the Main Office and are then eligible for a free movie ticket given monthly. Student names in each grade level fishbowl are drawn randomly each month. This recognition program was established in 2006 and has been proven to be very successful and an important part of the day to day life at Annie Sullivan.

MONTHLY TEAM AWARDS

Each month during the school year students and teachers on each team nominate two students from the team who best exemplify the attribute of that month. The attributes are derived from the individual for whom the team is named. This is another example of the ways we continually strive to recognize students for the positive things that they do. An example

of some of the attributes that are recognized are *Positive Attitude, Open-Minded, Respect, Self-Improvement, Work Ethic, Academic Excellence, Self-Motivated Citizenship, Humility, Generosity, Optimistic, Curious, Perseverant, Reflective, Compassionate, Responsible, Well Rounded, etc.* Each student receives a Team certificate on the day the award is given.

RACHEL SCOTT AWARD

This award is to be given to two students from each grade, at the end of each year. The Rachel's Challenge program was founded by Darrell Scott, father of Rachel Joy Scott. Rachel was the first victim to be killed in the Columbine High School tragedy on April 20, 1999. The mission of Rachel's Challenge is to inspire, equip and empower every person to create a permanent, positive culture change in their school and community by starting a chain reaction of kindness and compassion. The Rachel's Challenge program is a tribute to Rachel Scott and her enduring message.

During her life, Rachel Scott was known as a caring, friendly and compassionate person. She had many positive attributes. The students who are nominated for the Rachel Scott award are people who...

- o Are caring, friendly and compassionate
- o Display a positive attitude
- o Are respectful to all, and inclusive to all
- o Serve as a positive role model to others

The Rachel Scott Award was developed in the 2010 – 2011 school year by students in the Friends of Rachel Club. It was designed to be an annual award given to two students from each grade level. Students nominate two students from each grade for this award. Teachers and administrators review all student nominations and the final decision is made by the Principal and Assistant Principal.

Each student is given a certificate and a perpetual plaque on each floor displays the recipient's names.

ANN D'AMELIO READING AWARD

The Ann D'Amelio Award was established in the spring of 2008. Ann D'Amelio was an educational assistant at ASMS and a Franklin employee for twenty-three years. Mrs. D'Amelio passed away suddenly that school year. In order to honor her memory, the Ann D'Amelio Reading Award was established to recognize two eighth grade students who shared Mrs. D'Amelio's passion for reading. The Award is announced and given at the Step Up Ceremony. A perpetual plaque with the students' names is displayed in the Library.

ANNIE SULLIVAN "SULLY" SPIRIT AWARD

This award was developed in the 2016-2017 school year to recognize an eighth grade student at the end of the year during the Step Up Ceremony. All eighth grade students are considered by all teachers and administration. The criteria for the award is a student who during their time at ASMS exemplifies Sully Spirit and embraces the "joie de vivre" regarding life at ASMS. Additionally, this student has consistently displayed inclusivity and kindness to all community members. This student embodies the true "Sully Spirit". A perpetual plaque with the student's name is displayed in the Lobby.

PRESIDENTIAL ACADEMIC EXCELLENCE AWARD

The purpose of this award is to recognize academic success in the classroom and is awarded at the end of the year to those eighth grade students who have maintained a 90% or better in all subjects during their eighth grade year. Student(s) receive a certificate signed by the President of the United States, the Secretary of Education, and the Principal. The certificate is presented at the Step Up Ceremony and noted in the program.

PRESIDENTIAL ACADEMIC ACHIEVEMENT AWARD

The purpose of this award is to recognize students that show outstanding educational growth, improvement, commitment or intellectual development in their academic subjects. Students receive a certificate signed by the President of the United States, the Secretary of Education, and the Principal. The certificate is presented at the Step Up Ceremony.

This award should not be compared to the President's Award for Educational Excellence or be seen as a second tier award, for it recognizes a very different type of academic achievement. It is meant to encourage and reward students who work hard and demonstrate determination to improve their academic performance, often in the face of special obstacles to their learning.

This award is given at the principal's discretion based on the criteria developed at the school. The criteria should reflect the purpose of the award and must be applied fairly to all students.

The following are examples of criteria for which the President's Award for Educational Achievement may be presented:

- Show tremendous growth but did not meet all the criteria for the President's Award for Educational Excellence.
- Demonstrate unusual commitment to learning in academics despite various obstacles.
- Maintain a school record that would have met the school's selection criteria for the President's Award for Educational Excellence but illness, personal crisis, or special needs prevented the student from maintaining such high standards despite hard work.
- Achieve high scores or show outstanding growth, improvement, commitment or intellectual development in particular subjects, such as English, math, science, etc.
- Demonstrate achievement in the arts such as music or theater.

ANNIE SULLIVAN AWARD

The purpose of this award is to recognize two eighth grade students at the end of the eighth grade year who have best exemplified Annie Sullivan's (the woman for whom the school is named) qualities as well as the school's ideals and principles, as presented in the Annie Sullivan Mission Statement. This award is a cumulative award over the student's three years at ASMS.

This award was established in the 2006-2007 school year by a committee comprised of Student Council representatives. The Student Council believed that an award should be established to recognize two students at the end of their eighth grade year who have been exemplary role models to their peers, their school and their community. We are very proud to have this award established at Annie Sullivan Middle School and it has become a treasured and respected tradition at the Step Up Ceremony.

After researching Annie Sullivan and the origins of the Annie Sullivan Mission Statement, it was determined that the eighth graders who would be considered for the award would exhibit the following qualities or attributes:

- Rises to challenges
- Focused
- Constructive
- Dedicated
- Role Model/Leader
- Passionate
- Ability to improve and grow
- Inclusive
- Encouraging
- Service to School and Community
- Perseverance

At the Eighth Grade Step Up Ceremony, the Principal and Assistant Principal will announce the names of the recipients and award a plaque. The names of the nominees who were finalists will also be read and those individuals will be recognized at the ceremony.

SECTION II: FPS MIDDLE SCHOOL

POLICIES, RULES AND PROCEDURES (2021-2022)

ATTENDANCE

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

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

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

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

Participation in afterschool or evening activities will not be allowed for students absent on the day of the event.

It is the responsibility of the student to make up all missed assignments, tests or quizzes. The student will have as many days as missed in order to make up the work. For example, if a student is absent for two days, the student will have two days to make up the required work.

Student Absence Notification Program

If a student has at least five (5) absences/tardies in an attendance quarter, the school shall notify the student's parents. If attendance concerns persist, school administration shall make reasonable efforts to meet with the parent/guardian(s) to develop jointly, and with input from other relevant

school personnel and officials from relevant state and local agencies, an action plan to improve and ensure the student's attendance. In addition, if there are excessive absences of a student on a 504 plan or IEP, the IEP Team may be reconvened.

Attendance Failure

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

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

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

Absence from School (Calling In Procedure)

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

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

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

- Confidential medical information-please speak to the nurse directly
- Requests for homework
- Messages for the classroom teacher or for Solutions Personnel

When Should You Call the School Nurse about a Child with an illness?

We encourage parents/guardians to call any time they have concerns about symptoms or an illness and specifically for the following reasons:

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

Tardy to Class/School

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

It is also a student's responsibility to arrive at each class on time. A student who has been retained by a teacher from the previous class must obtain a pass, or return after school to secure a pass from that teacher. Tardiness to class without a pass will result in teacher-issued detention. Abuse of this rule will result in referral to the Main Office for further discipline.

BICYCLES

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

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

Ride Right! Bicycle Rules of the Road

Massachusetts General Laws, C. 85, Section. 11B

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

BREAKFAST

All schools offer a daily breakfast program on school days. During the 2021-2022 school year, breakfast is provided free of charge.

BUSES

Bus Pass Implementation Procedure

Bus passes are issued to each student who is eligible to ride. Each student is expected to have their bus pass each day and to make sure that it is visible to the bus driver. In the event that a student

forgets a bus pass in the morning, they will be given one day's grace. If they do not have a pass the next day they will not be allowed to board the bus. In the event that a student loses a pass, there are temporary bus passes in the Principal's Office. The student may use that pass until a replacement bus pass is issued. There is a \$5.00 charge for a replacement bus pass.

School Bus Rules and Regulations

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

restitution and suspension from school.

- Use, possession or sale of drugs or alcohol on the bus is prohibited and will result in disciplinary action in accordance with the School's Discipline policies
- The emergency door must be used for emergencies only. Students shall not touch any safety equipment on the bus.
- Video cameras may be present on the bus to ensure the safety and security of students.

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

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

CAFETORIUM

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

- Students are to line up and wait their turn to be served. Cutting in lunch lines is not permitted.
- Students are asked to help keep the Cafetorium clean by cleaning up any mess on the table and floor area around where they ate.
- Students must properly dispose of papers and other trash in the proper receptacle.
- No soda, caffeine drinks or glass bottles are permitted at school at any time.
- All students seated at a table are responsible for the cleanliness of that table.
- Students are to follow the directions of the lunchroom supervisors.
- Students are not to throw anything at any time in the lunchroom.
- Students are not allowed to take food or drinks from the cafetorium without permission for an administrator.
- Students shall use the bathrooms nearest the cafetorium after receiving the lunchroom supervisor's permission.
- Students will be dismissed by table at the end of the period, at the discretion of the lunchroom supervisor.
- During the 2021-2022 school year, one lunch, including milk will be free to all students daily. Additional milk and water will be available for purchase to students with a positive account balance. At times, snacks may be available for purchase for those students with a positive

account balance.

- One breakfast will also be free to all students during the 2021-2022 school year each day. Breakfast can be picked up in the cafeteria before school begins and can be consumed in the classroom.
- If a student wishes to have a second breakfast or lunch, their account will be charged accordingly.
- Parents/Guardians may set up a lunch account for their child and add money to that account throughout the school year. Setting up an online account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may set up an account at: <https://family.titank12.com/>

LUNCH ACCOUNTS

Meal Charges and Balances:

For the 2021-2022 school year, there is no cost for lunch for all students. However, families may add money to their student's account for drinks, snacks when available, and additional breakfasts or lunches. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items or additional meals. The parent/guardian is responsible for any charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments:

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

Parents/Guardians may add money to their student's account. Further details are available on the school district webpage. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess a computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents by setting up an online account or by speaking with the school food service director. The point of sale system is designed to prevent direct identification of a student's meal status. Parents can opt to

receive automated low-balance emails and will receive mailed notices bi-weekly if student balances exceed the value of three lunches. If notices do not result in payment, parents may receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds:

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

Delinquent Accounts/Collections:

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

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

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

FREE AND REDUCED LUNCH PROGRAM

Children from families receiving public assistance, as well as students from families with low income, may be eligible for free lunches or lunches at a reduced price. If you have any questions please out to the Food Services Department.

CELL PHONES

Students may bring a cell phone to school. Cell phones must be turned off during the school day and kept in a locked locker except when under teacher direction. A cell phone or electronic device may be used in class for educational purposes under teacher direction. Cell phones may be used after school, outside the building or phones are available in the Main Office. A cell phone that is used or is on during the school day when not under teacher direction will be forwarded to the Main Office and an Office Detention may be assigned. If continued violation of inappropriate cell phone usage were to occur discipline will be progressive. School administrators may check the content of cell phones if

there is a reasonable suspicion that school rules have been violated. If reasonable suspicion exists, cell phones will be checked to ensure that they were not used for purposes of sending answers to tests/quizzes, home/class work or used to send inappropriate messages. This includes text-messaging.

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

CLOSING/DELAY/DISMISSAL

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

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

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

COMMUNICATIONS

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

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

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

HOME-SCHOOL PARTNERSHIPS

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

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

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

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

CODE OF CHARACTER, CONDUCT, AND SUPPORT

During the 2020-2021 school year, the administration reframed our Code of Conduct to become a Code of Character, Conduct, and Support that describes specific positive behaviors alongside behaviors that are not acceptable in the school community. This type of framework focuses on the

concept of *supportive accountability*, which aims to create an environment that promotes a growth mindset when mistakes are made. We aim to support students as they learn from their mistakes and provide structure for them to make things right. We will continue working toward the following goals:

Our specific goals are to:

1. Establish a school-wide approach that balances restorative interventions and logical consequences to “create a safe, civil and caring community.”¹
2. Promote positive behaviors, problem-solve persistent behaviors, and support improved behavior for all students.
3. Encourage students, staff, and families to view mistakes as an opportunity to learn and develop social-emotional competencies.
4. Assure that movement toward a more culturally responsive community involves consistent repair and restoration of harm.

ESSENTIAL QUALITIES OF AN EFFECTIVE CODE OF CHARACTER, CONDUCT, AND SUPPORT

RESPECTFUL

Our actions as a community should affirm each person’s identity, value, and dignity by valuing what each person brings to the community. A sign of a respectful schoolwide discipline model would result in adolescents feeling like they are listened to and taken seriously. We know that respectful responses among community members result in a respectful community.¹

FAIR

We recognize that fairness is incredibly important to a positive academic mindset. Students need to know there are opportunities to reset and have a fresh start when they make a mistake. Adults will examine mistakes within a schoolwide framework of **supportive accountability** and exercise consequences and interventions consistently across all groups of students.¹

RESTORATIVE

When students are given the opportunity to learn from their mistakes with guidance from trusted adults, they are more likely to make positive changes. A restorative approach **places more focus on intervention than consequence and follows a process**. Repairing relationships and restoring a sense of good standing in a community are primary outcomes of a restorative approach.¹

ACCOUNTABLE

In an environment that exhibits **supportive accountability**, the school administration, teachers,

students, and families do the following:

1. Expect imperfection: “That didn’t meet our expectation, but we all make mistakes.”
2. Exhibit optimism: “We can fix this.”
3. Explore solutions: “We can do this together.”¹

PROMOTE POSITIVE BEHAVIORS AND DEVELOP SOCIAL-EMOTIONAL COMPETENCIES

We believe that when teachers deliberately encourage the development of social-emotional competencies, students are more likely to have a positive academic mindset. Researchers in the field of social and emotional learning have uncovered strong evidence that weaving SEL competencies (Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision-Making) into academic instruction is highly likely to produce positive academic and behavioral outcomes. On a regular basis, we strive toward creating the environment that leads to the following components of a positive academic mindset:

- “I can succeed at this.”²
- “My ability and competence grow with my effort.”²
- “I belong to this academic community.”²
- “This work has value for me.”²

In addition, the [“I Can Statements”](#) developed by the FPS Social Emotional Learning Committee during the 2019-2020 school year will serve as an additional resource for teachers and students to build SEL skills and competencies throughout the year in a developmentally appropriate sequence.

Derived from Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.²

CODE OF CHARACTER, CONDUCT, AND SUPPORT IN PRACTICE

As mentioned above, the Code of Character, Conduct, and Support will be utilized to determine interventions and/or consequences with the goals of promoting positive student behavior or repairing harm done to others. Additionally, the FPS Middle-Level Bullying/Cyberbullying Prevention Plan will be utilized in conjunction with the code. Our values support kindness, empathy, and patience in all learning environments. It is important for all actions, words, and interactions to uphold our values.

A three-tiered system based on the concept of **supportive accountability** will be utilized to support all students with their behavior. We believe behavior is communication and students who are not meeting expectations need support from trusted adults to help promote positive behavior and develop a positive academic mindset. The goal of a disciplinary response is to help students learn from and correct their mistakes. Appropriate behavior in the academic setting is an important

life-skill. In the table below, **the following tiers of support** serve as examples of the types of behaviors students may exhibit and the appropriate disciplinary responses.

Tier and Description	Example behaviors	Potential supports and/or consequences
<p><u>Tier 1: Behavior Concerns</u> In this tier, teachers work with students and use a range of strategies to redirect and/or support students to prevent repeated behavior.</p> <p>Schools will track behavior data and during administrative meetings with teachers, the team will engage in data-driven discussions to brainstorm solutions to further problem-solve the behavior(s).</p> <p>Typically, an office referral does not occur at this level.</p>	<ul style="list-style-type: none"> • Student does not comply with classroom rules, norms, or procedures. • Student refuses to respond to school staff directives, questions, or requests • Student does not work cooperatively in small or large groups • Occasional incidents of arguing, refusal, or back talk 	<p><u>Prevention strategies (schoolwide):</u></p> <ul style="list-style-type: none"> -Advisory Program -Positive recognition programs -SEL competencies embedded in teaching and learning -Effective two-way communication between families and educators -School-wide data collection and analysis of persistent problem behaviors <p><u>Individualized supports/consequences:</u></p> <ul style="list-style-type: none"> -Communication with family -Completion of a student reflection form at the teacher’s discretion. -At this tier, specific consequences issued from administration do not typically apply. -Structured apology/conversation with teacher in the hallway -Explicit instruction to address a behavior stemming from a skill-deficit <p>Repeated instances of Tier 1 behaviors could result in consequences or supports outlined in Tier 2.</p>
<p><u>Tier 2: Behavior Violations</u> When behaviors have become a persistent problem in the educational environment and/or teacher interventions have not produced a change in behavior and/or a student is demonstrating resistance to changing their behavior(s), tier 2 interventions are necessary.</p> <p>Office referrals are utilized at this level.</p>	<ul style="list-style-type: none"> • Repeated behaviors from Tier 1 that don’t change after teacher intervention and/or family intervention. • Persistent confrontational arguing or refusal to follow teacher requests. • Verbal or digital aggression toward school personnel or peers (name calling, profanity, insults, offensive language, or threatening gestures). • Unsafe behavior in a classroom setting (e.g. explosive outbursts; leaving classroom without permission). • Repeated disengagement in the academic setting (e.g. regularly 	<ul style="list-style-type: none"> -Meeting with an administrator or the Student Support Team. -In person meeting with administrator and family member(s). -Structured opportunity to restore and repair harm (collaborative problem-solving). -Placement on a student support plan with defined goals for improvement. -Possible suspension (in or out of school determined on a progressive basis) -Restorative conferences -Efforts to “catch” students behaving appropriately, with reinforcement when it happens

	refusing to make progress on assignments, avoiding staff attempts to intervene)	
<u>Tier 3: Behavior Violations</u> When behaviors continue to persist despite multiple Tier 2 interventions and/or become increasingly hostile or unsafe to staff and/or peers.	<ul style="list-style-type: none"> • Persistent verbal aggression • Bullying and/or cyberbullying • Refusal to participate in an academic setting • Refusal to follow health and safety protocols 	-Educational programs as an alternative to suspension -Restorative service to harmed individual(s) and/or the community -Suspension -Coordination with a behavior specialist -Functional Behavior Assessment (FBA) with an individualized behavior plan developed -Possible change in class placement to better meet the needs of the student -Individual counseling for a specific need

Derived from Shifting Gears: Recalibrating Schoolwide Discipline and Student Support.¹

COURTESY CODE

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

PROHIBITED CONDUCT

While we strive toward a disciplinary system that focuses on promoting positive behaviors, we also understand that specific recognition of prohibited behaviors can help to provide clarity about what is and is not accepted in the school community. The following examples of conduct will be addressed under the Code of Character, Conduct, and Support:

- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers or designs on clothing
- Phone calls, text messages, emails, and/or instant messages, or postings on any

websites or social media accounts (e.g. TikTok, Facebook, YouTube, Twitter, Instagram, Discord, Reddit, Pinterest, Tumblr, Snapchat, etc.) which would embarrass, humiliate, hurt, or intimidate students or staff

- Unwanted touching of a person or touching a person's clothing
- Words, pranks, or actions which would embarrass, humiliate, hurt or intimidate
- Stalking, including cyberstalking, which include, but is not limited to, repeatedly pursuing, following, waiting, or appearing uninvited when it is not welcomed by the recipient
- Intimidating body language such as posturing and staring and/or disrespectful body language such as eye-rolling.
- Spreading false and malicious gossip or starting rumors which would embarrass, humiliate, hurt or intimidate
- Inappropriate behavior in the halls
- Inappropriate classroom behavior
- Any behavior disruptive to the learning environment
- Inappropriate behavior in assemblies, on field trips, at field day, etc.
- Violation of Cafetorium regulations
- Violation of bus rules and regulations
- Inappropriate and/or repeated display(s) of affection
- Striking, tripping, or pushing another student
- Unauthorized possession of and/or use of cell phones in the building during the school day
- Possession of a laser pointer or other forbidden/inappropriate articles
- Applying graffiti to school property or any other item on school grounds
- Loitering on school grounds after school
- Bicycle or skateboard violations
- Throwing snowballs
- Cutting/skipping class
- Unexcused tardiness to school/class
- Failure to bring a written excuse for absence
- Repeated failure to return the required forms, tests, quizzes, etc.
- Plagiarism, forgery, cheating, or other academic dishonesty
- Failure to report to classroom/lunch/office detention
- Failure to report to Office when sent by a school professional

NO CONTACT ORDERS

When disrespectful conduct between students is not able to be resolved through restorative

conferencing/conflict resolution or other methods deemed appropriate by school administration, a no contact order may be used as a last resort to prevent disruption to the learning environment.

NO CONTACT ORDER

NAME:

DATE:

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

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

- a. There will be no texting between parties
- b. No internet-based communication
- c. No phone calls
- d. No talking or other means of verbal communication
- e. No third party communication
- f. No viewing of each other's blog and/or internet postings
- g. No non-verbal communication

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

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

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

Student Signature

School Administrator

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

ACTION PLANS TO ADDRESS UNACCEPTABLE BEHAVIORS:

Research in adolescent development strongly notes the importance of including students in active problem-solving in order to attain and maintain an environment of mutual respect. Every effort is made at all levels to help our students assume responsibility for managing their own affairs within the school setting.—Staff will use a variety of research based strategies to enlist students to help resolve most classroom issues. If a problem persists, a team approach may be utilized. Teacher(s) will first conference with the student and point out the area of concern. Depending on the growing concern of the team or teacher, the parent/guardian may or may not be contacted. If the behavior or concern still persists the teacher may bring the student concern to their academic team meeting and teachers will brainstorm additional strategies together. Parents /Guardians may be contacted to come in for a conference at which time an action plan or success plan will be put into place. The teachers, counselors, Assistant Principal and Principal will make every effort to enlist family support to resolve issues before concerns escalate.

Grounds for Suspension

As a school district we believe in opportunities to seek alternatives for suspension, however there are times when the overall safety and well-being of the learning community is compromised and at the conclusion of an investigation, a suspension must occur. Reasons for student suspension include, but are not limited to, the following infractions of the Code of Conduct, Character, and Support:

- Possession, and/or use, and/or being under the influence, and/or transfer, and/or sale of a controlled substance, including but not limited to marijuana and/or alcohol before, during, or after school or at any school activity including field trips
- Possession and/or use of weapons (guns, knives, including a pen knife) on school grounds
- Possession and/or use of incendiary devices
- Possession and/or use of imploding devices or “stink bombs”
- Unauthorized use of fire extinguishers
- False alarms
- Truancy (cutting/skipping school)
- Leaving the building without permission
- Being in an unauthorized area of the school building
- Trespassing on school property
- Language that is threatening or violent in nature and that could pose a threat to the safety of

the school community

- Violence or threats to another person, treating another person in a manner as to deprive the student of their education
- Bullying or cyberbullying
- Discrimination/harassment/sexual harassment as defined in this handbook
- Hazing as defined by Massachusetts General Laws, Chapter 269, Section 17
- Vulgar and/or offensive language and/or gestures made toward and/or in the presence of students and/or teachers
- Fighting in school, during a school function or activity (the administration shall have the latitude to determine who is at fault and the effect the incident has had on the safety of the school community due to the severity and location of the fight).
- Vandalism or defacing school property (Restitution will be required)
- Malicious destruction of school property
- Theft, extortion, and/or gambling on school property
- Smoking at any time in school or on school property, including vaping and e-cigarettes
- Disrespectful behavior toward any school professional or authorized visitors
- Insubordination/ Persistent non-compliant behavior
- Refusal to comply with a reasonable request from a staff member
- Any offense the school administrators deem serious

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

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

In-School Suspension/Out of School Suspension

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

Investigative Procedures

When the school receives a complaint or information about inappropriate conduct by a student, the Assistant Principal, Principal or other designated staff member may conduct an investigation. Except

in extraordinary circumstances, the parents/guardians of the student(s) being investigated will not be contacted by the school until the investigation is complete.

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

DIRECTORY INFORMATION NOTICE

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

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

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

MIDDLE-LEVEL BULLYING PREVENTION PLAN

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

DEFINITIONS:

In 2010, the Massachusetts Legislature passed Chapter 92 of the Acts of 2010, An Act Relative to Bullying in Schools, many of the requirements of which are codified in M.G.L. c. 71, §370. Although the middle schools have been proactive in bullying prevention strategies, such as the Responsive Classroom program, the new law calls for specific policies and procedures. The law defines bullying and related behaviors as follows:

Bullying – The repeated use by one or more students or by a member of the school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional of a written, verbal or electronic expression or physical act or gesture or any combination thereof, directed at a victim that:

- (i) causes physical or emotional harm to the victim or damage to the victim's property;
- (ii) places the victim in reasonable fear of harm to himself or his property;
- (iii) creates a hostile environment at school for the victim;
- (iv) infringes on the rights of the victim at school; or
- (v) materially and substantially disrupts the education process or the orderly operation of a school.

For purposes of this section, bullying shall include cyberbullying.

Cyberbullying—Bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system, including, but not limited to, email, internet communications, instant messages or facsimile communications. Cyberbullying shall also include:

- (i) The creation of a web page or blog in which the creator assumes the identity of another person or
- (ii) The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

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

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

School grounds - property on which a school building or facility is located or property that is owned, leased or used by a school district, charter school, non-public school, approved private day or residential school, or collaborative school for a school-sponsored activity, function, program, instruction or training.

Victim— A student who has been bullied or retaliated against.

Retaliation— To harm or do wrong to a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying will not be tolerated.

GUIDELINES FOR STUDENTS:

What is bullying? Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending himself or herself. Bullying usually happens over and over again. Bullying may include some of the following behaviors:

- Punching, shoving, and other acts that hurt people physically

- Spreading bad rumors about people
- Keeping certain people out of a “group”
- Teasing people in a mean way
- Getting certain people to “gang up” on others
- Blocking another student from using a computer, playground equipment, etc.
- Making mean nonverbal hand gestures or expressions

Bullying can also happen online or electronically. Cyberbullying is when children or members of the school staff bully each other using the Internet, cell phones, or other cyber technology. This can include:

- Sending harmful text, email, or instant messages
- Posting inappropriate pictures or messages about others on social media
- Using someone else’s username to spread rumors or lies about someone

Although one-time incidents may be deliberately mean or cruel, they may not be bullying. Actions are considered bullying when they happen over and over.

What should you do if you are bullied or you have information about someone being bullied?

- Tell your parents/guardians or other trusted adults. They can help stop bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling isn't tattling.
- Don't fight back. Don't try to bully those who bully you.
- Try not to show anger or fear.
- Calmly tell the student to stop—or say nothing and then walk away
- Try to avoid a situation in which bullying is likely to happen

GUIDELINES FOR PARENTS/GUARDIANS:

Is this bullying? *One time incidents may be deliberately mean, cruel, or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible. For behavior to be deemed bullying, it needs to include all of the following elements (MGL Chapter 92, Acts of 2010).*

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

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

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

The Situation	What the School Can Do	What the School Cannot Do
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Your child is afraid to see another child or staff member at school or generally afraid to go to school because of an incident	The school may create a safety and comfort plan for your child and take other responsive measures	The school cannot share any discussions or actions taken with other children or personnel actions taken with regard to staff
Your child reports to you an incident that occurred at school	The school may take steps to ensure the safety of the children involved (see steps on page 7)	The school cannot discuss the steps taken that involve any other child or personnel actions taken with regard to staff
Your child reports to you that they heard a rumor about a future incident that may occur at school	The school may investigate the plausibility of the future incident and take appropriate action	The school cannot share with you their discussions with other children or personnel actions taken with regard to staff
Your child reports to you that another child is being bullied at school	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation
You hear about a school bullying incident from another credible source	The school may investigate and respond to the situation	The school cannot report back to you any outcome of the investigation, except for your child's part, if any

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

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

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

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

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

Bully/Cyberbully and Bully/Cyberbully-bystanders:

- Inform student(s) about the consequences for bullying or cyberbullying in school
- Have an educational discussion with the student(s) and parents/guardians
- Inform all relevant adults – teachers, counselors, and/or bus drivers
- Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying

- Students may be asked to give back to the community by being asked to participate in a community service project or activity
- Student(s) are informed about further consequences if any form of retaliation were to occur
- Student(s) may be asked to have no further contact with the victim
- Student(s) may be referred to School Counselor or School Psychologist
- Student(s) may be assigned a disciplinary consequence but not limited to:
 - Lunch/recess detention
 - Bus suspension
 - Exclusion from extracurricular activities and/or special events, including field trips
 - After school detention
 - Suspension or long term exclusion

Victim(s):

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

WHAT IS BULLYING?

For behavior to be deemed bullying it needs to include all of the following elements (MGL Chapter 92, Acts of 2010). An aggressor is a student who engages in bullying, cyberbullying, or retaliation. Effective July 1, 2013, the term “aggressor” also applies to school staff including but not limited to educators, administrators, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to the extracurricular activities and paraprofessionals. One time incidents may be deliberately mean, cruel or developmentally inappropriate but they may not be bullying. However, some other behaviors may violate other school rules so it should be reported to an adult as soon as possible.

- Must be repeated action(s) by one or more students
- Must be written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;
 - Damage to the victim’s property;
 - Places the victim in reasonable fear of harm to him/herself or of damage to their property
 - Creates a hostile environment at school for the victim;
 - Infringes on the right of the victim at school or;
 - Disrupts the education process or the orderly operation of a school.
- **When should you report?**
 - In the event that a bullying incident occurred, get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.

**Response to Reported Bullying/Cyberbullying
Flow Chart
Student to Student**

**Response to Reported Bullying/Cyberbullying
Flow Chart
Staff Member to Student**

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

ADMINISTRATIVE STEPS: STUDENT TO STUDENT BULLYING

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

Bully/Cyberbully and Bully/Cyberbully Bystanders:

Inform student(s) about the consequences for bullying or cyberbullying and retaliation in school

Have an educational discussion with the student(s) and parent(s)/guardian(s)

Inform all relevant adults – teachers, counselors, staff, and/or bus drivers

Student(s) may be required to engage in educational activities such as readings, written reflection and/or research about bullying/cyberbullying

Student(s) may be asked to give back to the community by being asked to participate in a community service project or activity

Student(s) are informed about further consequences if any form of retaliation were to occur

Student(s) may be referred to School Adjustment Counselor or School Psychologist

If the student is a special education student, the IEP Team may reconvene

Student(s) may be re-assigned to a different classroom, team, or school at the sole discretion of the Administrator

Student(s) may be assigned a disciplinary consequence that is consistent with school handbooks as appropriate at each level

Victims

Have an educational discussion with the student(s) and parents/guardians

Establish a safety and comfort plan with the student(s) and parents/guardians

Referral to the School Psychologist or School Adjustment Counselor

Inform all relevant adults – teachers, counselors and bus drivers

Future follow-up with student(s) and parents/guardians

ADMINISTRATIVE STEPS: STAFF MEMBER TO STUDENT BULLYING

If it determined to be a bullying incident the following administrative actions may take place but not necessarily in the order listed below, consistent with applicable provisions of Massachusetts General Laws and/or the CBA, if any.

Bully/Cyberbully:

Inform teacher/staff member about the consequences for bullying and cyberbullying in school

Teacher/staff member is informed about further consequences if any form of retaliation were to occur

Teacher/staff member may be referred to counseling

Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

Have an educational discussion with the student(s) and parents/guardians

Establish a safety and comfort plan with the student(s) and parents/guardians
Student(s) may be re-assigned to a different classroom or school at the sole discretion of the Administrator
Referral to the School Psychologist or School Adjustment Counselor
Future follow-up with student(s) and parents/guardians

BULLYING WEB RESOURCES

Why does my child get bullied/bully others? What can I do to help?

Cyberbullying: What is it? What can be done?

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

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

Bullying/Cyberbullying Facts and FAQ:

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

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

Social Networking Safety Tips for Teens and Parents/Guardians:

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

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

MA State Law Chapter 92 of the Acts of 2010:

<http://www.mass.gov/legis/laws/seslaw10/sl100092.htm>

Articles on Bullying in Schools:

<http://kidshealth.org/parent/emotions/behavior/bullies.html>

<http://www.tolerance.org/print/magazine/number-10-fall-1996/bully-trap>

Suspension of Students with Disabilities

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES

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

Suspension of Students with Disabilities

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

- Any student with a disability may be suspended for up to ten (10) days during a school year. Disciplinary decisions are the same as for students without disabilities.
- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on

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

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

- If your child is suspended for more than ten (10) school days in a school year, this removal is considered a “change of placement”. A change of placement invokes certain procedural protections under federal special education law and Section 504.
- Prior to any removal that constitutes a change of placement, the school may convene a Team meeting to develop a plan for conducting a functional behavioral assessment (FBA) that will be used as the basis for developing specific strategies to address your child’s problematic behavior.
- Prior to any removal that constitutes a change in placement, the school must inform you that the law requires the school district consider whether or not the behavior that forms the basis of the disciplinary action is related to your child’s disability. This consideration is called a “manifestation determination”. Parents have the right to participate in this process. All relevant information will be considered including the IEP or Section 504 Plan, teacher observations, and evaluation reports.
- At a manifestation determination meeting, the Team will consider the following questions:
 - >Did the student’s disability cause or have a direct and substantial relationship to the conduct in question?
 - >Was the conduct a direct result of the district’s failure to implement the IEP?
- If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under special circumstances). The Team will review the IEP and Section 504 Plan and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according to the school’s Code of Conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to

continue to make educational progress. For students with Section 504 Plans, there is no automatic right to receive educational services beyond the 10th school day of suspension.

Special circumstances for exclusion

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

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

DANGEROUS AND FORBIDDEN ARTICLES

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

DISMISSAL

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

stated time.

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

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

Dismissal on Snowy Days

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

DRESS CODE

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

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

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

Guidelines for student dress, which will be developed and enforced by the administration in individual schools, shall be written in a manner free from discrimination on the basis of race, color, creed, religion, ancestry, national origin, sex, gender identity or expression, sexual orientation, marital status, genetic information, disability, pregnancy or related condition, veteran's status, age, homelessness as well as limited English proficiency or that has sexual connotations or sexual innuendo is not permitted at school.

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

ELECTRONIC DEVICES

Electronic devices (e.g. iPods, iPads, Kindles, Nooks, Tablets, Apple Watches/Bluetooth enabled watches, other music devices, etc.) may be brought to school. These devices must be turned off during the school day and kept in a locked locker except when under teacher direction. A device may be used in class for educational purposes under teacher direction. Devices may also be used for reading during the day with teacher permission. Devices may be used after school, outside the building. A device that is used or is on during the school day when not under teacher direction may be forwarded to the Office and an Office Detention may be assigned. If there is a continued violation of inappropriate usage were to occur discipline will be progressive.

EMERGENCY CARD

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

FIRE OR EMERGENCY CALLS

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

GRADING

Grades are the fundamental way we communicate with students and parents/guardians about students' progress in reaching their educational goals. It is important as a school community that we have a common understanding of our grading system.

Grades reflect the measure or level of mastery that a student has achieved in a subject. Within the policies and guidelines of the school system and the school, teachers are charged with the responsibility of grading students. Grades must be fair and accurate and based upon a school-wide set of criteria. Grades should reflect the level of mastery of certain standards and criteria as set by

the Department of Elementary and Secondary Education and the Franklin Public Schools. Grades include, but are not limited to, the following data:

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

Teachers will communicate their grading/marking system to students and parents/guardians at the beginning of the school year.

Report cards are issued three times a year. Students receive a letter grade for each class using the following parameters:

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

HONOR ROLL

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

PROGRESS REPORTS/REPORT CARDS

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

GUIDANCE

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

HOMEWORK POLICY

What is homework?

Homework is a meaningful and valuable tool that reinforces learning by providing practice outside of school. This helps students, teachers, and families understand what is being taught at school and what students need to work on. Homework can be differentiated to provide either enrichment or reinforcement for learners. It is designed to inform instruction and should be developmentally appropriate for students in terms of time, scope, and expectations. In accordance with the [Franklin Public Schools Homework Policy](#), these guidelines represent a needed balance between homework and time for students to engage in family, social, and other activities. Additionally, study time for assessments or long term project work will be balanced with daily work assigned by teachers.

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

Purpose:

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

- Preparation ensures that all students have the same entry point for new learning. This may involve previewing material and building background knowledge.
- Practice supports new learning and provides students opportunities to gain confidence with skills and concepts taught in class.

- Checking for Understanding allows students to showcase their knowledge and informs next steps for instruction.
- Study Skills and Independence helps students to learn responsibility and time management. As students develop their ability to persevere at a developmentally appropriate level of independence, some intellectual struggle is to be expected.
- Extension and Enrichment allow students an avenue for engaging in problem-solving and higher-level thinking skills and give students the opportunity to transfer skills and concepts to new situations, such as investigating real-world problems.

Roles:

- Student
 - It is expected that all assigned homework will be attempted with an honest effort for completion and submitted on time
 - Be sure to understand the assignment prior to leaving class/school in order to meet the homework completion date
 - Thoughtfully complete homework independently and in a distraction-free environment
 - Ask for help if needed or if required by the assignment
 - Plan and complete short and long term assignments using calendars and agendas
 - Advocate for yourself during and after class, in person, or via email to clarify questions about the assignment
 - Use available resources appropriately including teachers, peers, families, and other materials
 - Strive to find a balance between daily life and homework responsibilities
- Teacher
 - Communicate the daily homework assignments and expectations with students
 - Indicate the purpose of each homework assignment
 - Assign developmentally appropriate and varied assignments that are meaningful to the learning
 - Adjust homework to accommodate specific student needs and/or situations
 - Keep students accountable for completion and provide meaningful feedback
 - Be mindful of the needed balance between daily life and homework responsibilities
- Families
 - Provide a suitable, distraction-free environment in which to complete homework
 - Help develop effective routines and budgeting time for homework, studying, and long-term projects in order for students to meet homework completion dates
 - Ensure the assignment is worked on independently by the student, helping only if needed or if required by the assignment
 - Encourage and/or help students to advocate for themselves when there are questions or to make up homework
 - Contact teacher if concerns regarding homework arise

- Ensure a balance of activities including time for homework
- Administrator
 - Review the established homework policy and guidelines with the teaching staff
 - Ensure that teaching staff is adhering to the homework guidelines
 - Communicate the policy and guidelines to families and the community
 - Support teaching staff with parent communication pertaining to the homework guidelines

The Role of Reading for Elementary and Middle School Students

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

The Role of Fact Fluency for Elementary Students

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

Average Homework Times-if homework is assigned:

Please note:

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

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

Notes:

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

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

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

HONOR CODE/ACADEMIC HONESTY

Honesty with oneself and others is one of the most precious qualities a person can possess. It is the goal of the middle schools to assist in the development of this attribute in all of its students. Dishonest acts such as lying, stealing, cheating, forgery, or plagiarism (copying of anyone's work including from books, articles, or the Internet) are never acceptable. Such acts will result in parent/guardian notification and appropriate consequences. The Assistant Principal or the Principal,

as described in the Rules and Regulations section of this Handbook, may assess major violations. Students are expected to prepare themselves honestly for tests, homework, projects, research papers, etc. No credit will be given for work obtained through cheating. A student aiding another in cheating will be treated in a similar manner. Cheating is unethical and is grounds for suspension.

INTERNET USE/COMPUTER USE AGREEMENT

Acceptable Use for Students

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

The Superintendent or their designee shall implement, monitor, and evaluate the district's technology system/network for instructional purposes. All users shall be required to acknowledge receipt and understanding of all administrative regulations and procedures governing the use of technology and shall agree in writing to comply with such regulations and procedures.

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

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

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

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

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

information found on external networks.

Information Technology Acceptable Use Student Agreement Grades 6-12

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

Rules for Technology Use:

- I will respect and protect the privacy of others
- I will use only assigned accounts
- I will not view, use or copy passwords, data or networks that are not authorized
- I will not distribute private information about myself or others
- I will respect the integrity, availability, and security of all electronic resources
- I will observe all security practices
- I will report security risks or violations to my teacher or administrator
- I will not destroy or damage data, network or other resources
- I will respect and protect the intellectual property of others
- I will not infringe on copyrights
- I will not plagiarize
- I will follow all school rules and the Code of Conduct in school handbooks
- I will not harass or cyberbully other students
- I will not access, transmit, copy or create material that violates the school's Code of Conduct (such as messages that are pornographic, harassing, threatening, or discriminatory)
- I will not use resources to initiate or further acts that are criminal or violate the school's Code of Conduct
- I will not send spam, chain letters or other unsolicited mailings
- I will not buy, sell, advertise or conduct business unless approved as a school project

Contract for Use of Technology

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

We have reviewed this agreement and agree to follow it.

Student Name: _____

Date: _____

Signature: _____

Parent/Guardian: _____ Date: _____

Signature: _____

FRANKLIN PUBLIC SCHOOLS LIAISONS/COMPLAINT OFFICERS

INDIVIDUALS WITH DISABILITIES/STUDENT SERVICES DIRECTOR

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

HOMELESS LIAISON

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

ENGLISH LANGUAGE LEARNER / TITLE 1 COORDINATOR

MS. MICHELE KINGSLAND-SMITH
ELL/TITLE I COORDINATOR
235 WACHUSETT STREET
FRANKLIN, MA 02038

SECTION 504 COORDINATOR

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

TITLE II LIAISON

MR. LUCAS GIGUERE
ASSISTANT SUPERINTENDENT OF SCHOOLS
355 EAST CENTRAL STREET
FRANKLIN, MA 02038

508-553-4819

**TITLE VI OFFICER CIVIL RIGHTS OFFICER
HARASSMENT/GRIEVANCE**

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

TITLE IX OFFICER

MR. LUCAS GIGUERE
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355 EAST CENTRAL STREET
FRANKLIN, MA 02038
508-553-4819

EDUCATOR LICENSURE

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

LIBRARY MEDIA CENTER

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

- A student is allowed to have two books checked out at a time.
- Books may be renewed for two weeks.
- All school rules must be observed in the library. Students must arrive on time and be prepared to work.
- Upon entering the library, the student is to put their pass on the checkout desk and sign-in on the sheet provided.
- When leaving the library, the student must have their pass signed by the librarian.
- Reference books and magazines are to be used in the library only. They cannot be checked out.
- Any student who has long-overdue books, more than two overdue books, or chronically misbehaves in the library may not use the library without special permission from the Librarian, Assistant Principal, or Principal.

- The full replacement cost must be made before the end of the year for any lost book or any book defaced beyond repair, or participation in extracurricular activities (e.g., Field Day, Student-Faculty Games, Talent Show, Yearbook signing, Eighth Grade Ceremony, Celebration, field trips, etc.) will be jeopardized.

LOCKERS

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

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

Gym Lockers

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

NOTE TO PARENTS/GUARDIANS

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

NURSE/HEALTH/SAFETY

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

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

Student Illness

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

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

Medication

The policy of the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR, 210.000 Regulations Governing the Administration of Prescription Medications in Public and Private Schools is that medication is not to be dispensed without a written order from a licensed prescriber as described in 105 CMR 210.002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled and delivered to the school nurse by a responsible adult (parent/guardian or designee). No more than a thirty (30) day supply will be accepted at one time.

All medications will be stored in a locked cabinet or when required in a locked box in a refrigerator in

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

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

Medical Waiver

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

Immunization

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

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

In addition, the Massachusetts Department of Public Health requires HIB immunization for all students in preschool programs as a condition of school attendance. A second dose of measles vaccine will be required for entry into 7th grade until 2002. Effective September 1996 a second dose of measles vaccine will be required for entrance into kindergarten. Hepatitis B vaccine and proof of lead screening are also required for kindergarten entry for all children born on or after January 1992. A Td (tetanus/diphtheria) booster is required in grades 10-12.

Physical Examination

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

Communicable Diseases

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

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

Pediculosis (Head Lice)

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

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

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

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

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

The presence of nits will not prevent a student from returning to school. Parents will be instructed to

check their student's head on a regular basis to confirm treatment success or failure.

Screenings

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

Postural Screening

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

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

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

PERSONAL PROPERTY AND VALUABLES

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

PROMOTION

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

If a student fails a major subject(s) for the year, credit recovery can be obtained by enrolling in summer school. In order for the credit recovery to be considered valid, the student must pass the

summer course. Student enrollment is at the discretion of the Principal.

SBIRT - SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT

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

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

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

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

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

SCHOOL COUNSELING PROGRAM DESCRIPTION

School counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents, school staff and the community. The school counselor's role is a helping role. Counseling, consultation, prevention-oriented education, program

management, career and postgraduate exploration, case management, and crisis intervention are all designed to help students function more effectively, develop their potential and become responsible and productive citizens. School counseling staff includes Guidance Counselors, School Adjustment Counselors, and School Psychologists.

School counseling is provided for students to support skill-building in the area of social-emotional needs for the purpose of promoting access to the curriculum. School counselors support students in career and postgraduate educational decision making. Counselors are available to consult with school-based teams to provide consultation around the social-emotional needs of students. They are able to meet with students, individually or in groups, to discuss difficult situations, strategize solutions and set goals for skill development. School counselors are available to provide counseling and social pragmatic/social skill services to students who access their curriculum with the support of special education services or who may otherwise benefit from this service.

School counselors will work together to create SMART goals to inform practice that supports student achievement. Counselors will work under the national counseling professions' Code of Ethics (ASCA, ACA, NCBB). They respect the privacy of information, avoid dual relationships, and always consider action in terms of the rights, integrity, and welfare of students. School counselors need to be available to respond to referrals, request for conferences, and crises. They must follow legal mandates for making reports to the Department of Children and Families (DCF) and ethical mandates for follow-up and aftercare. School counselors operate under FERPA (*see Joint Guidance of the Application of FERPA and HIPAA, November 2008*) and are obligated to inform the school-based educational team and administration, as well as parents of any situations that are of concern or may present a disruption to the learning environment. While counselors are obligated to maintain confidentiality, the information should be shared with school staff and parents who have a legitimate, recognized, educational need to have the information. Counselors will handle information about students in an ethical manner. School counselors are Mandated Reporters (*see G.L. c. 119, §51A*). A disciplinary role must be avoided as it places them in a conflict of roles and violates their code of ethics. It is crucial that school counselors and administrators support one another and are seen as supporting learning.

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

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

Your confidentiality as a student is important to us! Confidentiality within a school setting has certain limits.

In our school counseling office, what is said here stays here with the following exceptions:

1. Harm to Self or Others

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

2. Abuse or Neglect

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

3. Court and other Legal Proceedings

By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the Franklin Police Department, Department of Children and Families and the courts.

4. Other Issues deemed related to school struggles

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

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

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

Counselor Signature

Date

Student Signature

Date

Sent to parent: _____
Counselor initials Date

Signs of Suicide (SOS) Program – (Health Program)

The adolescent years are marked with a rollercoaster of emotions – difficult for youth, their parents, and their educators. It is easy to misread depression as normal adolescent turmoil; however, depression (among the most common of mental illnesses), appears to be occurring at a much earlier age. Depression – which is treatable – is a leading risk factor for suicide. In addition, self- injury has become a growing problem among youth.

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

Our goals in participating in this program are:

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

Students in grades 7 and 9 will participate in the SOS program during the 2020-2021 school year (late fall/early winter) through their health classes. Health teachers and counseling staff will co-teach the lessons and be available for follow up as needed. The program consists of an educational video and discussion guide, accompanied by a student screening tool.

If you do not wish your child to participate in the SOS Program, please send a written request to the building principal prior to October 1st, otherwise, your student will be required to participate in this

Program. Students exempted from this portion of the curriculum will not be penalized and will be provided an alternative assignment. If you would like to review curriculum materials or learn more about the curriculum, please contact the Director of Health and Physical Education, Ms. Kristin Letendre **Smith** at 508-613-1660.

SPECIAL EDUCATION:

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

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

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

SECTION 504:

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

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

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

Evaluation to determine eligibility for a 504 Accommodation Plan must be of sufficient depth to determine eligibility and appropriate, reasonable accommodations to support access. The district may ask families to provide medical information from private medical providers for the purpose of more effective planning and decision making. No accommodations will be held contingent upon receiving such documentation. The provided Assessment Report will be completed annually and the provided Education History Report will be completed, at least at the initial assessment stage and thereafter if deemed necessary by the Team. If it is determined that standardized assessments, beyond those given as part of a standard school or district-wide assessment (i.e. DIBELS, DRA, G-MADE, MCAS, etc.), are necessary, they will be identified on the Consent for Evaluation Form. For impairments that are medical in nature, the school nurse must be involved in the assessment, collaboration with family practitioners and eligibility/accommodations decision-making process.

A Section 504 Accommodation Plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers. If a parent/guardian or person in a parental relationship disagrees with the determination made by the professional staff to the school district, they have a right to follow the grievance procedures of the District. These procedures are outlined in the “Notice of Parent and Student Rights under Section 504”.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinators in each school or: Section 504 Coordinator, Director of Student Services
355 East Central St

Student Photographs/Videos/Audio District Policy

During the year, there are occasions when photographs, videos, and/or audio recordings are taken of students, parents/guardians, and teachers in the school environment by the District, which may include special school events, field trips, project displays, or particular classroom lessons. Pictures, videos or audio may be included as part of a school presentation, school celebration, public relations event, or school activities. Pictures/Video/Audio may be included on school bulletin boards, in school and PCC publications, on school or district social media accounts, in local newspapers, podcasts, on our website, or as part of a television/cable broadcast. Please be aware that these photographs/videos/audios will not identify students 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.

If you do not want your child's photograph and/or voice to appear in any school publications, please sign and return your selection on the *Student Photo/Video/Audio 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 public events, including but not limited to school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or need additional information from the principal, please contact the school.

***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).**

Student Photo/Video/Audio Release

Please indicate your choice, sign and return this form.

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

___ I **DO NOT** consent to have my child photographed, video recorded or audio recorded and also do not consent to my child's picture or voice being used publicly in school or district website, school or district social media account, teacher blogs, press reports, podcasts and/or television/cable broadcasts.*

- *If you do not want your child's picture to appear in the yearbook or in private school presentations please contact the principal.*

STUDENT'S NAME: _____ GRADE: _____

PARENT'S SIGNATURE: _____ DATE: _____

SUMMER SCHOOL

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

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

TEACHERS' PERSONAL ITEMS

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

TEXTBOOKS/CHROMEBOOKS/BOOKS/SUPPLIES

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

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

It is the responsibility of the student and/or parents/guardians to provide restitution for any damaged books, reusable school supplies, school musical instrument or reusable music supply (e.g.

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

VISITORS

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

YEARBOOKS

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

[Click here for: SECTION III: FPS DISTRICT POLICIES \(2021-2022\)](#)