

GERALD M. PARMENTER ELEMENTARY SCHOOL



STUDENT & FAMILY HANDBOOK 2021-2022

Also available on the school website
www.franklinps.net/g-m-parmenter-elementary-school

Shannon Barca, Principal
Tanya Lamoureux, Assistant Principal

235 Wachusett Street
Franklin, Massachusetts 02038
Telephone: (508) 541-5281
Fax: (508)553-0894

If you need to receive a copy of this handbook translated in your spoken language, please contact the Principal's office by calling 508-541-5281.

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

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

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

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

यदि आप इस अपने बोली जाने वाली भाषा, हिंदी, में अनुवाद कृपया प्राचार्य के कार्यालय से संपर्क पुस्तिका की एक प्रति प्राप्त करने की आवश्यकता है.

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A Message From The Principal's Office

August 2021

Dear Parmenter Families,

Welcome, Parmenter family! Whether you are new to our school or are returning for another year, we are happy to have you as part of our Parmenter community. We are looking forward to a successful and productive year for both you and your child, full of building relationships and learning from each other. Our collaborative partnership is essential in ensuring this success and developing your child to be well-rounded and thrive in all areas.

In an effort to assist in this partnership, this handbook has been designed to communicate important practices, policies, regulations, and services with you. Please read through the handbook carefully and refer back to it throughout the year, as needed. Most of what you need to know is detailed in this handbook; however, we are always available to clarify any information or answer any questions you may have.

Collaboration and cooperation between home and school is essential to promote the best interests of your child. There are several opportunities for you to participate in your child's educational experience. These include, but are not limited to, Curriculum Night, parent/teacher conferences, grade level events/student showcases, and multiple volunteer options throughout the school year. We encourage you to become active and involved in our school community by joining us during our regular Parent Communication Council (PCC) meetings and events throughout the year. You will find other information specific to our school by visiting our school webpage or following us on Twitter at @parmenterschool. Throughout the year, you will receive messages from us through Regroup (a group email and phone message system), monthly principal and PCC newsletters, Twitter, or the specific forms of communication your child's teacher uses on a regular basis. We truly believe that communication is a successful component of our school-family partnership.

It is our goal to work together with you to create the best possible experience for your child and for the entire Parmenter School community. One of our core values is "Inclusion" and we strongly believe you need to feel included and valued as an integral member of your child's school community.

Sincerely,

Shannon Barca
Principal
barcas@franklinps.net

Tanya Lamoureux
Assistant Principal
lamoureux@franklinps.net

Franklin Public Schools Directory

School Committee

Dr. Anne Bergen, Chair

Ms. Denise Spencer, Vice Chair

Ms. Jennifer D'Angelo

Mr. Timothy Keenan

Atty. Judith Pond-Pfeffer

Ms. Mary Jane Scofield

Ms. Elise Stokes

Central Office Administrators

Dr. Sara Ahern, Superintendent (508) 553-4819

Mr. Lucas Giguere, Assistant Superintendent (508) 553-4819

Dr. Tina Rogers, Director of Curriculum - STEM (508) 553-4824

Dr. Linda Ashley, Interim Director of Curriculum - ELA/Social Studies (508) 553-4822

Ms. Paula Marano, Director of Student Services (508) 553-4833

PARMENTER OFFICE DIRECTORY (508) 541-5281

The telephone lines are open from 7:45 a.m. to 4:00 p.m. Monday - Friday.

Absentee Line: (508) 541-5280 - press 1

Mrs. Shannon Barca, Principal x2240

Mrs. Tanya Lamoureux, Assistant Principal x2230

Mrs. Tricia Rourke, Administrative Assistant x2241

Mrs. Kerry Richardson, School Nurse x2242

Mr. Michael Tarasenko, School Psychologist x2247

Mrs. Vanessa Connelly, Team Chairperson x2272

SCHOOL HOURS:

Grades K-5 8:30 AM – 2:45 PM

Early Release Days 8:30 AM -11:45 AM
(no lunch served)

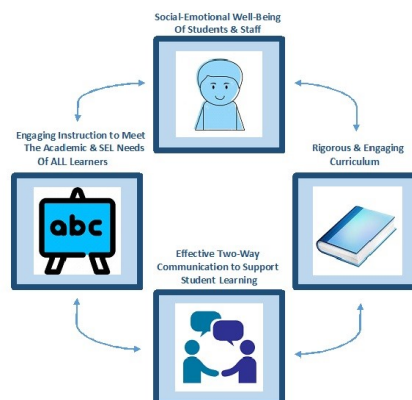
Franklin Public Schools Vision, Mission & Core Values

Vision

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

Core Values

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



Theory of Action

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

Strategic Objectives:

Social-Emotional Well-being of Students and Staff

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

Engaging and Rigorous Curriculum

To ensure that students are provided with rigorous learning opportunities that foster the development of the knowledge, skills, and dispositions they will need in their future college,

career, and civic endeavors, the Franklin Public Schools will offer an engaging and rigorous curriculum that focuses on preparing students for a rapidly changing, technologically advanced, globally interdependent future.

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

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

Effective Two-Way Communication to Support Student Learning

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

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

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

CHILD

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

FAMILY

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

COMMUNITY

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

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

PART I. SCHOOL SPECIFIC PROCEDURES

GERALD M. PARMENTER ELEMENTARY SCHOOL

VISION STATEMENT

Parmenter School is committed to creating a safe, inclusive, respectful community where students and staff think critically, persevere through challenges, and achieve individual success to become contributing members in the local and global community.

MISSION STATEMENT

The Gerald M. Parmenter School community's mission is to prepare all students to meet the opportunities and challenges of their lives with confidence and compassion. Parmenter creates a learning environment that encourages students to:

- strengthen their character and self-worth with a strong emphasis on our essential core values;
- value other points of view and differences;
- become self-motivated and independent learners who strive to attain high levels of achievement and think critically;
- work individually and cooperatively to problem-solve creatively.

CORE VALUES

- ❖ Caring
- ❖ Inclusion
- ❖ Respect
- ❖ Courage
- ❖ Leadership
- ❖ Effort



SCHOOL MOTTO



Learning is what we do.
Family is who we are.

PARMENTER SCHOOL ARRIVAL AND DISMISSAL

ARRIVAL:

Your child's safety is our primary concern. Your cooperation and support with the following procedures are needed to ensure the safety of all.

The doors will open and teachers will be on duty at 8:15 AM. Children are not permitted to arrive unsupervised before 8:15 AM, as there will be no adult supervision until that time. Staff members will be positioned in various areas to assist your child's entrance to school from 8:15 - 8:30 AM. If your needs dictate that your child be dropped off earlier than school is open, you may consider enrolling your child in Solutions, the before and after school child care program. You may inquire about this program at (508) 541-5293.

School begins promptly at 8:30 AM, at which time students are expected to be in their classrooms and ready for the day to begin. It is important that your child arrives on time in order to minimize disruption to learning and community-building opportunities. Students arriving after 8:30 AM will be marked tardy and must report to the office for a late pass before entering the classroom. If a pattern of absenteeism or tardiness develops, the administration will contact families to discuss a plan moving forward. Please refer to the Attendance Policy in Section II of this Handbook under "General Policies".

AUTO TRAFFIC (ARRIVAL):

There is a drop-off zone for students directly in front of Parmenter School on Wachusett Street. The blue painted curb and signs mark this area. This is for drop-off only - no parking is permitted in this zone.

The crossing guard will assist with directing cars into the loop. All cars must pull into the school loop by taking a **RIGHT TURN ONLY**. Cars may NOT enter the loop taking a left (coming from King St. area). If you are coming from this area, you must pass the school and line of cars (lined up along Wachusett St.) and turn around to wait at the end of that line.

All cars enter the loop and pull up along the "blue zone" (blue line marked along the sidewalk curb). Students must exit the car as soon as the car is stopped in the blue zone (*do **not** wait until the car has pulled up closer to the main entrance of the school*).

Parents/caretakers may not exit the car - children being dropped off in the loop must be able to exit the car independently (out of the passenger side of the car - not the driver's side).

If your child is not able to independently exit out of the passenger side of the car or if you choose to park and walk your child to the main entrance of the school, parents/caregivers may park on Wachusett Street (before or after the signs) and walk your child on the sidewalk perpendicular to the school entrance. One other option is to park in the side parking lot by the cafeteria and walk your child along the front sidewalk to the main entrance. The gymnasium (upper) parking lot is not a drop-off/pick-up area as driving

through the lot compromises the safety of all pedestrians. Parents/guardians may **NOT** park in the visitor parking spots within the loop. Cars parked there for arrival will be asked to follow the pick-up line in the loop (that extends down Wachusett St.).

We consider our loop line and parking lot a cell phone free zone in order to ensure the safety for all students/families.

BIKE RIDERS/WALKERS:

Students may ride their bicycle or walk to school with permission from a parent/guardian. ***Massachusetts state law requires any person, 16 years old or younger riding a bicycle to wear a properly-fitting helmet that is securely fastened. Please note that state law regarding the use of helmets applies to electric bikes, skateboards, and scooters.*** If a child rides to school without a helmet, they will not be allowed to ride home until a helmet is brought into school. Students should adhere to standard guidelines that apply to all bicycle riders and walkers, including crossing at crosswalks with a crossing guard.

Parents/guardians are asked to instruct their children on appropriate walking and bike safety and are responsible for the safety of their children walking/bicycling to and from school.

Walkers/bikers are encouraged to travel with at least one other student and should proceed directly to school in the morning and directly home at the close of the school day. Students are reminded not to loiter about the travel area. Families should teach children to be aware of strangers and never to respond to drivers attempting to entice them toward their vehicle.

Children walking or riding their bikes are not permitted to arrive before 8:15 AM as there is no adult supervision at this time. Bicycles must be parked in the designated bicycle rack at the school. It is the responsibility of the students to lock their bicycles, as the school department is not responsible for stolen bicycles.

The crossing guards on Wachusett Street and King Street are in place to secure the safety of our walkers. Children must cross at the crosswalk with the crossing guard. All walkers are to stay on the sidewalks until signaled by the guard.

BUSES:

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

- All students grades K-5 who reside more than 2 miles from their assigned school are eligible for free bus transportation.
- Students who do not qualify for bus transportation may access pay to ride seats at a cost. There is a provision for free and reduced transportation fees for parents who meet federal income guidelines. This provision is explained in greater detail on the pay to ride application.
- Pay to ride options are available on a space-available basis only. Pay to ride options are at the discretion of the school committee and will be reviewed annually. Pay to ride

applications are available at the school office, online, or at the Central Office. Questions regarding pay to ride may be directed to Ms. Denise Johnson at (508) 553-4815.

- Bus passes are issued to each student who is eligible to ride. Students are expected to have their bus passes every day. In the event it's lost, the child will be given a day's grace period and a temporary pass. For a replacement, there is a \$5.00 fee.

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

BUS EXPECTATIONS:

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

- Respect the bus driver and other peers on the bus.
- Choose your seat wisely and quickly.
- Younger children (beginning with Kindergarten) sit in the front seats.
- Stay seated, face forward and use an inside voice.
- Keep your body to yourself, out of the aisle, and inside the bus.
- Keep all materials in your backpack.
- Wait for the driver to signal that it is safe to exit the bus and cross the street. Always cross in front of the bus.
- Students are NOT allowed to use electronic devices (including phones) on the bus.

Bus slips will be issued to students causing a disruption and/or not following the above bus expectation. The Principal or Assistant Principal may revoke bus privileges for repeated violation of the bus rules. Upon suspension of this privilege, it then becomes the responsibility of the parents to transport their child to and from school.

Students are not allowed to ride on a different bus. If a child is to visit a friend, they will have to make other transportation arrangements.

DISMISSAL ROUTINES:

Students are expected to follow their usual routine for dismissal every day. If you plan to change your child's dismissal routine, a written note to the teacher indicating the change is required.

Do not leave a voice mail or send an email as teachers do not always have time to check email/phone messages during the school day. Calling the school to change a dismissal routine is strongly discouraged as a written note is the safest method. In the event of a last-minute change to the routine, a call is required and this must be done **prior to 2:00 PM**. The school secretary shall require the caller to follow up with an email (for the electronic signature and permission).

We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be asked for if the person picking the child up is unknown to school staff.

AUTO TRAFFIC (DISMISSAL):

Dismissal begins at 2:45 PM beginning with “loopers”, buses and vans. Wachusett Street Walkers (dismissed from the cafeteria doors) and King Street Walkers (dismissed from the gymnasium doors) are dismissed after the buses depart. Solutions staff will pick up students attending their program within the school building.

“Loopers”: Parents/guardians pull into the loop and wait in the carline (students are first dismissed from their classrooms and later in the dismissal process, wait along the outside brick wall). When picking up, **parents/guardians are not allowed to get out of the car - children being picked up as a “looper” must be able to enter the car (from the passenger side) independently.** Staff members will direct your child to your car once the car enters the marked blue zone.

Families must place a name card that is visible to staff members on the windshield. Staff rely on this system to call students out of the school in a quick and efficient manner.

All cars must pull into the school loop by taking a **RIGHT TURN ONLY into the loop.** Cars may NOT enter the loop taking a left (coming from King St. area). If you are coming from this area, you must pass the school and line of cars (lined up along Wachusett St.) and turn around to wait at the end of that line.

All cars enter the loop and pull up along the “blue zone” (blue line marked along the sidewalk curb). Students must be able to **enter the car independently (only through the passenger side of the car - not the driver’s side).** **Parents/caretakers may not exit the car to assist the student for safety reasons.** If your child is not able to enter the car independently, you may choose the “parent pick-up” option for dismissal.

The gymnasium (upper) parking lot is not a drop-off/pick-up area as driving through the lot compromises the safety of all pedestrians. Parents/guardians may **NOT** park in the visitor parking spots within the loop. Cars parked there for dismissal will be asked to follow the pick-up line in the loop (that extends down Wachusett St.). We consider our looper line and parking lot a cell phone free zone in order to ensure the safety for all students/families.

PARMENTER SCHOOL GENERAL INFORMATION

ABSENTEE/SCHOOL NURSE CALL-IN PROCEDURE:

Provide the following information when your child is absent from school due to illness:

- Student’s name
 - Teacher’s name
 - Date(s) of absence
 - Reason for absence
- Do not leave the following information on the call-in line:
 - Confidential medical information – speak to the school nurse directly
 - Messages for classroom teachers (contact them directly)

- When should you call the nurse regarding a student illness?
 - A new medical diagnosis or change in health or emotional status
 - A newly prescribed medication
 - Any change in current medication
 - A serious injury, illness, or hospitalization
 - An injury that will require a wheelchair
 - A contagious disease (e.g. chickenpox, flu, strep throat, pertussis)
 - An extended period of absence with atypical symptom
 - Recent changes in family history that may affect your child

CURRICULUM NIGHT:

Curriculum Night will be held each September. The purpose of this event is for parents and guardians to meet the teachers, learn about the grade-level curriculum and expectations, and become educated on current educational practices and student learning experiences. This is not intended to be a time to discuss individual student performance or concerns with teachers. Related service providers and specialists will also be available to discuss their curriculum.

LIBRARY BOOKS:

Students have the opportunity to check out books once a week. It is expected that students show care for these books and return them to the library on time. If it is determined that a student lost or damaged a library book, the family is responsible for the replacement or cost of the book.

LOST & FOUND:

The Lost and Found is located outside the main office. Parents and students should regularly check for items that have been lost. Please note that we will donate any unclaimed items in December and June of each school year.

PARENT COMMUNICATION COUNCIL (PCC):

As a parent or guardian of a Parmenter School student(s), you are automatically a member of the PCC. The PCC promotes and improves the educational environment of Parmenter School by working towards common goals which benefit the children and the school. The PCC raises money through a collaborative effort among the staff, parents and community to fund special enrichment programs that enhance the curriculum (author visits, field trips, arts and cultural programs, etc.), provide additional funds for teachers and classrooms (grants, literacy support, etc.) and improve the school environment (playground equipment, physical education resources, etc.) The PCC is dedicated to exchanging ideas and acting as a resource group for teachers and staff. Additionally, the PCC collaborates with the school for the increased academic, social/emotional and physical development of all our students.

SCHOOL SAFETY:

To help ensure the safety of all our students, all outside doors will be locked during the school day. Staff members on bus and recess duty will have a radio and access to the building at all times. Parents and/or visitors should enter through the Parmenter main door during the day. This door is equipped with a camera, buzzer and a monitor. All visitors to the school are required

to present a valid state-issued ID at the office, wear a school badge, and check out in the office before leaving.

UPDATED FAMILY INFORMATION AND CUSTODY DOCUMENTS:

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

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

We will not dismiss students to anyone unless we have written authorization from the parent or guardian or the adult is listed on the emergency card. Identification will be required if the person picking the child up is unknown to school staff.

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

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

The policies and procedures in this handbook are not all-inclusive. There are many policies that are not located in our handbook but are available in the School Committee and Franklin Public Schools Policy Manual. Visit the School Committee website

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

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

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GENERAL POLICIES

ABSENTEE CALL IN:

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

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

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

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

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

When should you call the nurse regarding a student illness?

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

ATTENDANCE:

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

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

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

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

ATTENDANCE NOTIFICATION PROCEDURE:

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

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

TARDINESS:

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

DISMISSAL:

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

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

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

FAMILY VACATIONS:

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

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

Students who are absent at the time when the state or national standardized tests are administered will be allowed to make up missed tests to the extent that scheduled makeup time is available and consistent with state law and regulations.

RELIGIOUS OBSERVATIONS:

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

RETURNING AFTER AN ABSENCE:

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

APPROPRIATE DRESS:

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

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

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

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

BREAKFAST:

All schools offer a daily breakfast program on all days of school. The cost is \$1.80. Students who qualify for free or reduced lunch also qualify for free or reduced breakfast. Menus are posted at [the FPS Food Services website](#). For more information about payment, please refer to the lunch section of this handbook.

CELL PHONES & ELECTRONIC DEVICES:

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

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

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

CLASSROOM CELEBRATIONS:

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

CLASSROOM CONCERNS:

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

CLASSROOM OBSERVATION AND VISITATION PROCEDURES:

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

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

Setting up a classroom observation:

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

1. Names and roles of the observers.
2. What are you interested in observing with regard to your child's performance and progress? Please specify if you are interested in observing a current classroom or a proposed classroom.
3. Are there any related services you are interested in observing, e.g. occupational therapy, speech/language, physical therapy?

4. In order for us to best coordinate the visit, please be able to supply convenient dates and times for you.
5. The length of time of the visit will be predetermined through conversation between you and the building principal/designee. Please understand that lengthy visits may, at times, interrupt the integrity of the program. Your child's right to quality education is important to us as well as the educational rights of other students. You should plan to discuss the length of time you feel is needed to accomplish your observation goal.
6. There may be times during a school day when schedules include activities that may breach another student's right to confidentiality. Classroom visits will not be scheduled during these times. On behalf of all students, please respect the school professionals to make that judgment call.
7. In order to maintain confidentiality, please understand that no information will be provided about other students and their educational needs, performance, and programs. There are times when observers may, despite the district's best efforts, receive information that identifies another student. Observers will be asked to sign a statement that information about other students will not be disclosed.

Observing in the classroom:

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

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

COMMUNICATION FOLDER:

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

DIRECTORY INFORMATION NOTICE:

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

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

Directory information may be disclosed for any purpose is the discretion of the school system, without the consent of a parent of a student or an eligible student. Parents/Guardians of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information; such refusal must be in writing and made annually. In that case, this information

will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA and 603 CMR 23.00 et seq. You are hereby notified that pursuant to this notification, the school system will provide requested directory information to military recruiters, as required by the Every Student Succeeds Act unless the parent or eligible student specifically directs otherwise.

ELECTRONIC DEVICES:

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

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

FOOD IN CLASSROOMS:

No food or drink, except water, is to be consumed in the classrooms other than during specified times, such as breakfast or snack breaks, except if student has accommodations as part of their Section 504 plan or individualized health care plan. Students should bring a nutritious snack to school each day. Each teacher will decide the time of day to have snack. Glass bottles, energy drinks, and sodas are not allowed during snack. Children are not permitted to share or to trade snacks.

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

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

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

FORGOTTEN ITEMS:

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

LUNCH:

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

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

- Students are to line up and wait their turn to be served.
- All students seated at a table are responsible for the cleanliness of that table and the surrounding area.

- Students are to follow the directions of the lunchroom supervisors.
- No running is permitted in the cafeteria.
- Students are dismissed in an orderly fashion at the discretion of the lunchroom supervisor.

Lunch Menus:

Monthly menus are available online at [FPS Food Services](#).

Parents/Guardians may pre-pay their child's lunches online. Setting up an online account allows parents to see their child's remaining lunch balance, get a history of their child's past transactions and sign up for email alerts when their child's balance drops below a pre-set level. Parents may pay for lunches by logging on to <https://www.myschoolbucks.com/>. Breakfast can be purchased for \$1.80 before school begins.

MONEY:

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

MOVIES:

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

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

NOVELTY ITEMS AND TOYS:

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

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

PARTY INVITATIONS:

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

PETS:

Pets are not allowed on school grounds.

RECESS:

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

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

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

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

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

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

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

RESPECTING SCHOOL PROPERTY:

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

SCHOOL CLOSING/DELAY/EARLY DISMISSAL:

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

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

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

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

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

STUDENT PHOTOGRAPHS:

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

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

This policy shall not limit the right to publish photographs of any student participating in school sports, school plays or concerts or other activities in the public domain. For more information on this School Committee policy, or to obtain a copy of this policy and additional information from the principal, please contact the school.

STUDENT PHOTOGRAPH/VIDEO RELEASE:

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

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

STUDENT PHOTO/VIDEO RELEASE NOTIFICATION FORM

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

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

 I DO NOT grant consent to have my child photographed or video recorded and also do not consent to my child's picture being used publicly in school or district website, school or district social media

account, teacher blogs, press reports, and/or television/cable broadcasts. **Please note that by selecting this option, your child's picture may still appear in the school yearbook and in private school presentations such as privately shown slide shows (e.g. at assemblies or move up ceremonies)**

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

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

Parent/Guardian Name: _____

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

TELEPHONE USAGE:

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

VALUABLES:

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

RULES AND REGULATIONS

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

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

POSSIBLE DISCIPLINARY CONSEQUENCES:

Students who violate school rules may be subjected to discipline, including but not limited to the following consequences: loss of recess; logical consequences relative to the behavior exhibited (e.g.

cleaning or repairing school property); loss of special privileges such as field trips, special assemblies or school events; lunch detention; written reflection or research; etc.

SUSPENSION:

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

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

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

PROCEDURES FOR DISCIPLINING STUDENTS WITH DISABILITIES:

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

SUSPENSION OF STUDENTS WITH DISABILITIES

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

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

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

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

All relevant information will be considered including the IEP, teacher observations, and evaluations reports.

- At a manifestation determination meeting, the Team will consider:

-Did the student's disability *cause* or have a direct and substantial relationship to the conduct in question?

-Was the conduct a direct result of the district's failure to implement the IEP?

- If the manifestation determination decision is that the disciplinary action was related to the disability, then your child may not be removed from the current educational placement (unless under the special circumstances). The Team will review the IEP and any behavioral intervention plans.
- If the manifestation determination decision is that the disciplinary action was not related to the disability, then the school may suspend or otherwise discipline your child according to the school's code of conduct. During the period of time of removal from school that exceeds 10 school days, the school district must provide educational services that allow your child to continue to make educational progress.

SPECIAL CIRCUMSTANCES FOR EXCLUSION

- Special circumstances exist if your child: possesses, uses, sells or solicits illegal drugs on school grounds or at a school-sponsored event; carries a weapon to school or a school-sponsored event, or inflicts serious bodily harm upon another person at school or a school-sponsored event. Under these circumstances, your child may be excluded from school for up to forty-five days regardless of whether the conduct is a manifestation of the child's disability. Your child's Team will determine an appropriate interim alternate educational setting during the period of exclusion.
- School personnel will provide Notice of Procedural Safeguards for students with disabilities prior to any suspension exceeding 10 school days in one school year. The Notice of Procedural Safeguards will provide an explanation of the process should there be disagreement regarding the manifestation determination or any placement decision. Parents/guardians and/or students may petition the Bureau of Special Education Appeals for a hearing.

ATTENDANCE AND PARTICIPATION IN SCHOOL-SPONSORED EVENTS

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

CURRICULUM AND STUDENT SERVICES

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

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

CONFERENCES

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

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

DISTRICT CURRICULUM ACCOMMODATION PLAN (DCAP)

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

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

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

FIELD TRIPS

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

All field trips will be staffed by school personnel and by invited parent/guardian chaperones who have satisfied school volunteer requirements, including CORI and CHRI. Classroom teachers will notify those parents/guardians who will be accompanying the trip as chaperones. The school nurse, in partnership with the principal, will determine if a nurse is required to attend the field trip. For safety reasons, as well as space needs on some trips, we will not be able to accommodate additional adults on field trips.

HOMEWORK GUIDELINES (UPDATED)

What is homework?

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

The Franklin Public Schools seeks to value family time by declaring no homework for all students during the Thanksgiving and December vacations. All students in grades K-8 will also have homework-free

February and April breaks. High School students are expected to come to school prepared for class on the day following the vacation, for which any required homework would be typical of a one-night assignment and is a result of the rotating schedule with a dropped class. It should be noted that homework free vacations are not reading free vacations. Reading is always a worthwhile pursuit and is strongly encouraged as a daily habit for all students. It is encouraged that students at Franklin High School have homework-free breaks in February and April to the extent possible. It is acknowledged that this may make the pacing and learning of rigorous, complex content in certain courses (i.e. Advanced Placement) more difficult for students, but all teachers will only assign homework they deem absolutely necessary for course advancement. Vacations may also be an opportunity for students to complete missing work and catch up on assignments or studying.

Purpose:

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

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

Roles:

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

- Families
 - Provide a suitable, distraction-free environment in which to complete homework
 - Help develop effective routines and budgeting time for homework, studying, and long-term projects in order for students to meet homework completion dates
 - Ensure the assignment is worked on independently by the student, helping only if needed or if required by the assignment
 - Encourage and/or help students to advocate for themselves when there are questions or to make up homework
 - Contact teacher if concerns regarding homework arise
 - Ensure a balance of activities including time for homework
- Administrator
 - Review the established homework policy and guidelines with the teaching staff
 - Ensure that teaching staff is adhering to the homework guidelines
 - Communicate the policy and guidelines to families and the community
 - Support teaching staff with parent communication pertaining to the homework guidelines

The Role of Reading for Elementary and Middle School Students

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

The Role of Fact Fluency for Elementary Students

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

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

Notes:

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

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

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

INSTRUCTIONAL SUPPORTS

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

The team may consist of the following personnel:

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

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

LIAISONS/COMPLAINT OFFICERS

Individuals with Disabilities/Special Education Director

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

Homeless Liaison

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

English Language Learner / Title I Coordinator

Ms. Michele Kingsland-Smith
Parmenter Elementary School
235 Wachusett Street
Franklin, MA 02038

Section 504 Coordinator

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

Title II Liaison

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

Title VI Officer Civil Rights Officer Harassment/Grievance

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

Title IX Officer

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

Educator Licensure

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

PHYSICAL EDUCATION

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

REPORT CARDS

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

SCHOOL COUNSELING PROGRAM DESCRIPTION

School Counselors address the academic and developmental needs of all students, not just those at risk, by collaborating with students, parents/guardians, school staff and the community. The School Counselor's role is a helping role. Counseling, consultation, prevention-oriented education, program management, career and postgraduate exploration, case management, and crisis intervention are all designed to help students function more effectively at school, develop their potential and become responsible and productive citizens. School Counselors are Guidance Counselors, School Adjustment Counselors, and School Psychologists.

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

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

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

SCHOOL COUNSELING CONFIDENTIALITY GUIDELINES

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

1. **Harm to Self or Others:** This could include things like a suicide attempt or plan, cutting or other self-injury, eating disorders, addictions, fighting or other physical violence, illegal behaviors, threats, etc. Anything that puts your health or safety, or someone else's health and safety, at risk needs to be reported.
2. **Abuse or Neglect:** If you talk with one of us about abuse (physical, emotional, verbal, sexual, or other abuse), whether to yourself or to another minor, we are required to report it to The Department of Children and Families (DCF).
3. **Court and other Legal Proceedings:** By law, if we are subpoenaed (required by law to attend a hearing or other court proceeding), we cannot guarantee that your information will be kept confidential. We will always do our best to reveal as little as required in a legal setting, but we must cooperate with the police, DCF and the courts.
4. **Other Issues deemed related to school struggles:** The building principal is responsible for ensuring a safe and disruption-free learning environment. Anything shared in counseling that gives the impression that the environment may be compromised may be reported to the principal. In accordance with Federal Child Find obligations the district is required to explore any issues that might indicate an existence of an educational disability. Relying on professional judgment, issues surrounding an academic or social challenge that impacts your ability to be successful at school may be disclosed to necessary school personnel.

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

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

Counselor Signature

Date

Student Signature

Date

Sent to Parent: _____
Counselor initials

Date

SECTION 504

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

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

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

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

A Section 504 Accommodation plan will outline all accommodations necessary to provide students with an opportunity to access education in a manner commensurate with non-disabled peers.

If a parent/guardian (or person in a parental relationship) disagrees with the determination made by the professional staff to the school district, they have a right to follow the grievance procedures of the District. These procedures are outlined in the’ Notice of Parent and Student Rights under Section 504.

Any questions concerning the implementation of policy and procedures may be directed to the 504 coordinators in each school or:

Section 504 Coordinator
Student Services Office
355 East Central St
Franklin, MA 02038

SPECIAL EDUCATION

Education Laws and Regulations specific to special education are covered under 603 CMR 28.00. 603 CMR 28.00 is promulgated pursuant to the authority of the Board of Elementary and Secondary

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

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

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

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

STUDENT ASSESSMENT

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

ELEMENTARY BULLYING PREVENTION PLAN

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

DEFINITIONS:

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

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

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

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

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

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

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

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

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

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

GUIDELINES FOR STUDENTS:

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

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

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

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

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

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

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

GUIDELINES FOR PARENTS/GUARDIANS:

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

- Must be repeated action(s) by one or more students or staff members
- Must be a written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:
 - Physical or emotional harm to the victim;

- Damage to the victim's property;
- Places the victim in reasonable fear of harm to him/herself or of damage to their property;
- Creates a hostile environment at school for the victim;
- Infringes on the rights of the victim at school; or
- Disrupts the education process or the orderly operation of a school.

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

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

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

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

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

SCHOOL RESPONSE TO REPORTED BULLYING/CYBERBULLYING

Administrative Steps:

- Take a complete statement from the student or parent/guardian reporting the incident
- Speak to other students involved
- Speak to other relevant adults – teachers, counselors, and/or bus drivers who may have information regarding the incident

- Make a determination regarding the incident
- Identify bully/cyberbully and bully/cyberbully-bystanders as appropriate
- Identify victim(s) as appropriate
- Include the School Resource Officer(SRO) as appropriate
- Notify Superintendent, Assistant Superintendent and/or Director of Special Education as appropriate

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

Bully/Cyberbully and Bully/Cyberbully-bystanders:

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

Victim(s):

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

WHAT IS BULLYING?

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

- Must be repeated action(s) by one or more students
- Must be written, verbal or electronic expression or a physical act or gesture
- Must be directed at a victim so that it causes one or more of the following:

<ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ● When should you report? <ul style="list-style-type: none"> ○ In the event that a bullying incident occurred, get as much information as possible from your child and report it to a counselor, administrator, and/or a teacher.

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

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

ADMINISTRATIVE STEPS: STUDENT TO STUDENT BULLYING

If it 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 and retaliation in school

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

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

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

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

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

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

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

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

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

Victims

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

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

Referral to the School Psychologist or School Adjustment Counselor

Inform all relevant adults – teachers, counselors and bus drivers

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

ADMINISTRATIVE STEPS: STAFF MEMBER TO STUDENT BULLYING

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

Bully/Cyberbully:

Inform teacher/staff member about the consequences for bullying and cyberbullying in school
Teacher/staff member is informed about further consequences if any form of retaliation were to occur
Teacher/staff member may be referred to counseling
Teacher/staff member may be re-assigned, subject to and in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any
Teacher/staff member may be subject to discipline in accordance with applicable provisions of Massachusetts General Laws and the CBA, if any

Victims

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

BULLYING WEB RESOURCES

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

Cyberbullying: What is it? What can be done?

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

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

Bullying/Cyberbullying Facts and FAQ:

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

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

Social Networking Safety Tips for Teens and Parents/Guardians:

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

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

MA State Law Chapter 92 of the Acts of 2010:

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

Articles on Bullying in Schools:

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

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

SAFETY INFORMATION

ASBESTOS HAZARD:

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

CORPORAL PUNISHMENT:

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

CUSTODY DOCUMENTS:

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

EARLY CHILDHOOD CRISIS INTERVENTION:

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

EMERGENCY CARDS:

Please complete and return two copies of the emergency cards. These cards require updating when changes occur during the year. We will not dismiss students to anyone unless we have written authorization directly from the parent/guardian or the adults listed on the emergency card. We will ask for photo identification if the adult is unfamiliar to school staff.

closings

EMERGENCY NOTIFICATION:

The Superintendent will notify parents/guardians of any early dismissals, school closings, delayed openings, or any other emergency by using our automated phone/email system. Please be sure you fill out

the form for this system and provide all the appropriate information. Notify the office immediately of any updates.

NON-VIOLENT PHYSICAL CRISIS INTERVENTION/PHYSICAL RESTRAINT:

All schools and programs within the Franklin Public Schools strive to maintain safe learning environments for all students and staff. As part of a comprehensive approach to safety, all schools have a physical restraint policy in place with procedures, which follow the Department of Education Regulations (603 CMR 46.00 et al.). Physical restraint shall be used as an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. Qualified, trained staff will carry out specific procedures and parents/guardians will be notified. For further information, contact your child's school.

SAFETY DRILLS:

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

SCHOOL RESOURCE OFFICER:

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

VISITORS TO SCHOOL:

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

SCHOOL NURSE & HEALTH INFORMATION

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

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

COMMUNICABLE DISEASES:

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

been resolved to the satisfaction of the school nurse. The nurse will follow guidance from the Massachusetts Department of Public Health and the Centers for Disease Control and Prevention.

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

RESPONSE TO OUTBREAKS OF SERIOUS COMMUNICABLE DISEASES:

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

1. The Director of Pupil Personnel Services and school nurse, in consultation with the building principal, will be responsible for:
 - a. Determining close contacts as defined by MDPH;
 - b. Notifying parents/guardians of close contacts by letter and/or phone, depending on the urgency of seeking preventative treatment;
 - c. Assigning additional personnel to assist with the notification (e.g. guidance, secretarial staff, ESP's); and,
 - d. Providing general notification to staff and the school community as necessary.
2. The school nurse will contact health care professionals in other schools if close contacts and/or siblings are involved.
3. The school nurse shall be responsible for direct communication with family, physicians and all health care agencies.
4. Students with a significant medical disability requiring a Section 504 Plan and/or Individual Health Care Plan (IHCP) will be contacted by the school nurse (in compliance with the health plan) if they may be impacted by the spread of a communicable disease within the school community.

ILLNESS AT SCHOOL:

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

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

IMMUNIZATIONS:

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

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

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

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

INSURANCE:

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

PEDICULOSIS (HEAD LICE):

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

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

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

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

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

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

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

PHYSICAL EXAMS:

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

STATE MANDATED SCREENINGS:

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

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

POSTURAL SCREENING:

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

VOLUNTEER OPPORTUNITIES

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

CORI AND FINGERPRINT-BASED CHRI CHECKS:

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

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

HANDBOOK:

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

PARENT COMMUNICATION COUNCIL (PCC):

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

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

ROOM PARENTS:

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

SCHOOL COUNCIL:

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

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

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