



500 Financial Park
Franklin, Massachusetts 02038

PARENT/STUDENT HANDBOOK

Non Pour Soi-Meme, Mais Pour Les Autres

Non Sibi Sed Aliis

Not for Self But for Others

Welcome

Dear Parents and Guardians:

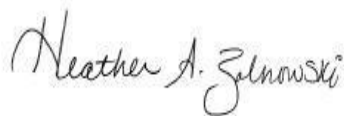
On behalf of the Benjamin Franklin Classical Charter Public School, we would like to take this opportunity to welcome you to a new school year. We are looking forward to another rewarding and successful year for both you and your students.

BFCCPS is committed to your child's education and well being. We believe that a strong partnership between school and your family will result in success for students. One of the pillars of the school is that parents are a child's primary educators. With interest in your child's schoolwork, participation in school activities, and attendance at curriculum and parent evenings you can demonstrate that your child's education is top priority.

Communication is the key to success. Please visit our website, www.bfccps.org. We also provide this Parent/Student Handbook, a weekly Parent Newsletter (sent to you electronically), and [Curriculum Maps](#) to keep you informed and knowledgeable about your child's daily life at school. Please **read this handbook and keep it available** throughout the year to clarify any school matter that you may have. Any matter that is not clarified here, you are always welcome to call the school. Please review these publications as they will provide the communication you will need for a successful school year.

Since this school year is starting amidst a health pandemic, we have included a COVID Health and Safety addendum to our Student and Family Handbook. **You can find a link to that addendum [here](#).** Our door is always open if you wish to clarify any rule, regulation or policy or if you have the need to simply come in and chat. We wish you and your family a successful school year.

Sincerely,



Heather Zolnowski
Executive Director



Joseph Perna
Head of School

Contacting the School BFCCPS Central Office and Administration

<i>Executive Director</i>	Mrs. Heather Zolnowski	Ext 102
<i>Head of School</i>	Mr. Joseph Perna	Ext 106
<i>Assistant Head of School (K-4)</i>	Dr. Jeff Levering	Ext 123
<i>Assistant Head of School (5-8)</i>	Mr. Mike Giroux	Ext 226
<i>Assistant to the Administration</i>	Ms. Ellen Fallon	Ext 101
<i>Director of Student Services</i>	Mrs. Amanda Irwin	Ext 299
<i>Administrative Assistant SSO</i>	Kristen Fitzgerald	Ext 234
<i>Director of Human Resources</i>	Mrs. Kathy Lacana	Ext 105
<i>Director Co-Curricular Education</i>	Mr. Christopher Heater	Ext 129
<i>Director of Curriculum, Instruction and Assessment</i>	Mrs. Kelsey Kolic	Ext 227
<i>Director of Technology</i>	Mr. Coleman McDonagh	Ext 232
<i>Facilities Director</i>	Mr. Edwin Candelario	
<i>Receptionist/Registrar/Attendance</i>	Mrs. Laura Tappin	Ext 100
<i>School Nurses</i>	Mrs. Christina Barrows	Ext 105
<i>Communications Coordinator</i>	Mrs. Joanne Basile	Ext 104
<i>Data Coordinator</i>	Mrs. Melissa Gibeault	Ext 197
<i>Business Manager</i>	Mrs. Jennifer Powell	Ext 103
<i>Transportation Coordinator</i>	Mrs. Robin Drew	Ext 199
<i>Before and After School Coordinator</i>	Samantha Palmer	
<i>Food Service & Operations Support Coordinator and</i>	Mrs. Marjorie Jarvis	Ext 198

Address	500 Financial Park, Franklin MA 02038
Main Office	508-541-3434 (ext. 100) Fax: 508-590-5575
Web Site	www.bfccps.org
E-mail	First initial of first name + full last name + @bfccps.org For example Jane Doe = jdoe@bfccps.org

<i>School</i>	<i>Timetable</i>
Before School Care	7:30am - 8:45am Daily
Kindergarten - Grade 5	8:45am - 3:05pm Daily
Grade 6 - Grade 8	8:15am - 3:05pm Daily
After School Care	3:20pm - 6:00pm Daily

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Parent/Student Handbook Introduction

The BFCCPS Parent Handbook provides an overview of the school's mission, policies, procedures, and structure. **Please review this handbook carefully in order to keep abreast of current policies and programs.** Given all the information here, if you have any questions do not hesitate to call the school.

Statement of Non-Discrimination

BFCCPS does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, prior academic achievement, or homelessness.

Translation and Interpreter Services

If you need this document or any other information from the school translated, or if you need interpreter services for school events and/or meetings, please contact:

Elizabeth Hoyt, EL Program Support, 508-541-3434, ehoyt@bfccps.org

అనువాదం మరియు వ్యాఖ్యాత సేవలు

మీకు ఈ పత్రం లేదా అనువదించబడిన పాఠశాల నుండి ఏదైనా ఇతర సమాచారం అవసరమైతే లేదా పాఠశాల సంఘటనలు మరియు / లేదా సమావేశాల కోసం మీకు వ్యాఖ్యాత సేవలు అవసరమైతే, దయచేసి సంప్రదించండి:

Elizabeth Hoyt, EL Program Support, 508-541-3434, ehoyt@bfccps.org

Serviços de Tradução e Interpretação

Se você precisar deste documento ou de qualquer outra informação da escola traduzida, ou se você precisar de serviços de intérprete para eventos escolares e / ou reuniões, por favor contate:

Elizabeth Hoyt, EL Program Support, 508-541-3434, ehoyt@bfccps.org

Servicios de Traducción e Interpretación

Si necesita este documento o cualquier otra información de la escuela traducida, o si necesita servicios de interpretación para eventos y / o reuniones escolares, comuníquese con:

Elizabeth Hoyt, EL Program Support, 508-541-3434, ehoyt@bfccps.org

خدمات الترجمة والمترجمين الفوريين

إذا كنت بحاجة إلى ترجمة هذا المستند أو أي معلومات أخرى من المدرسة ، أو إذا كنت بحاجة إلى خدمات مترجم فوري للأحداث و / أو الاجتماعات المدرسية ، فيرجى الاتصال بـ:

Elizabeth Hoyt, EL Program Support, 508-541-3434, ehoyt@bfccps.org

Memorandum of Understanding

RE: COMMUNICATION PROTOCOL INVOLVING THE SCHOOLS AND THE POLICE

GENERAL PROCEDURES

The Benjamin Franklin Classical Charter Public School and the Franklin Police agree to coordinate their response to violent criminal acts, serious delinquent behavior and improper alcohol/drug use, which occur

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on school premises or at school-sponsored or school-related events. This initiative is designed to ensure a safe and secure school environment for all students, to foster a “zero tolerance” attitude regarding the illegal use of drugs or alcohol, weapons, and violence and to provide teachers and parents with confidence that there is a consistent, cooperative effort by appropriate officials to prevent crime in the Benjamin Franklin Classical Charter Public School.

It continues to remain the sole prerogative of school officials to impose discipline for infractions of school rules and policies.

The school agrees that reference to this Memorandum shall be made in the school handbook providing a written code of conduct pursuant to M.G.L. Chapter 71, Section 37H.

Schools, police, prosecutors, probation officers and social service professionals must share information so that the Criminal Justice System can prioritize prosecution of those cases involving individuals most likely to pose a threat to the community and identify other children in the court system who are in need of support services.

OBJECTIVES

- A. To provide a system of prompt reporting to law enforcement of any violent criminal acts or serious delinquent behavior.
- B. To implement a court team approach for sharing information regarding the behavior and background of students appearing before the court system and to coordinate responses to criminal/delinquent behavior.
- C. To provide available programs for at-risk youths.
- D. To establish and work with an advisory committee which can include representatives of the school age population, local police, clergy, parents, teachers, school administrators and community agency representatives which shall make recommendations to appropriate school officials and parent groups regarding more effective ways to promote an awareness of the dangers of drug abuse and sound preventative measures.

PROCEDURES

While acknowledging that school officials are not agents of the police or the Commonwealth and that the Commonwealth and the police are not agents of the school, the school and police agree to coordinate their efforts for reporting criminal/delinquent behavior.

A. The Executive Director (ED) or the Head of School (HOS) is responsible for reporting acts. The Police Chief shall designate an officer (or officers) to coordinate all reported acts.

A mandated reportable act shall include:

- 1. Any serious incident of assault, destruction of property, of theft;
- 2. Violation of a restraining order;
- 3. Possession of a firearm or other illegal weapon;
- 4. Illegal possession, actual or constructive, or the sale or distribution of what is reasonably believed to be a controlled substance as defined by state law.
- 5. The sale or distribution of a drug which is believed to be a controlled substance under state law.

A discretionary reportable act shall include, but not limited to:

- 1. Any student’s violation of a state criminal statute which warrants reporting, but is not as serious as a mandatory reportable act; and

2. Finding any student, regardless of age, who is reasonably believed to be under the influence of alcohol or drugs.
- B. Any teacher or other school employee who has reasonable grounds to believe that a student has committed a mandatory or discretionary reportable act, as defined above, shall report the student to the ED/HOS.
 - C. The ED/HOS shall inform the student and his/her parent or guardian of the nature of the offense and that certain offenses must be reported to the police. The ED/HOS may offer the student the opportunity to respond to the report.
 - D. The ED/HOS shall in the case of a mandatory reportable act notify the police of the incident and the existence of any physical evidence. In addition, the ED/HOS will comply with M.G.L. Chapter 71, section 37L, requiring that an incident involving a student possession or use of a dangerous weapon on school premises at any time be reported in writing to the Chief of Police.
 - E. Any incident which involves the possibility of serious injury should be reported immediately to the Police Department by reporting directly to an officer assigned to the school or calling 911 and notifying the department that it is an emergency school incident.
 - F. In a non-emergency situation, where there is no threat of serious physical harm, the crime/delinquent behavior should be reported to the police department. The department will then investigate the incident. After this investigation, where appropriate, an application for a delinquency complaint will be made to the Juvenile Court (or in some cases to the District Court, adult session.)
 - G. It is important that school personnel cooperate further with police after a complaint is made. This may require giving a statement to the police and, on occasion, testify in court.
 - H. School personnel are permitted to search a student's clothing, personal possessions, or locker at the direction of the ED/HOS if there is a reasonable basis for believing that the student is concealing material the possession of which is prohibited by federal, state or local law, or the provisions of the School Discipline Code.
 - I. The ED/HOS shall inform students in writing at the beginning of each school year of this practice. The ED/HOS should keep a record of such searches, detailing the time, place, reasons, and witnesses.
 - J. Upon notification from the ED/HOS, police shall respond in cases of mandatory reportable acts and may respond in other cases.
 - K. Those student offenders who have reached their seventh birthday will be prosecuted through the regular court system. Non-students involved in such behavior occurring in school premises or at school events are also to be reported pursuant to this agreement.

CONCLUSION

The Franklin Police Department and the Benjamin Franklin Classical Charter Public School are committed to safe schools. The immediate reporting, prompt investigation and speedy prosecution of

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serious criminal conduct will help to provide the secure environment in which each student deserves and will send BFCCPS students and their families an appropriate message that criminal behavior will not be tolerated.

Mission

Our mission is to assist parents in their role as primary educators of their children by providing students with a classical academic education coupled with sound character development and community service. Our mission is supported by four distinct, yet interconnected pillars that provide for a collaborative, rigorous education for all students. These pillars guide, direct and define the school in all it does.

The Four Pillars of the school flow naturally from this mission statement: Classical Education; a commitment to character education; opportunities for community service; and the acknowledgment that parents are their children's primary educators.

The school was first granted a charter from the Commonwealth of Massachusetts in 1995 after a group of parents submitted an application under the Charter School Laws of Massachusetts. The Benjamin Franklin Classical Charter Public School received the second school charter granted in the state, and was the first charter school to have its charter renewed five years later. The founding parents intended to create a unique school based on the four pillars. The [Four Pillars](#) consist of: Character Education, Parents as Primary Educators, Community Service and Classical Education. For more information on our Mission and Four Pillars please click the link above.

Services, Management, and Organizations of the School

Board of Trustees

Goal: To provide effective leadership, resources and communications to ensure the mission is preserved for BFCCPS students, faculty/staff, parents, and the community through the support of the Executive Director, who establishes strong administrative practices and fulfills school goals.

Nominations for Board membership are solicited from the school community once a year, and a committee composed of Board and non-Board members selects a list of viable candidates who are presented to the Board. Board membership is not limited to the school community. In addition, the faculty elects a faculty representative to serve for a one-year term.

The BFCCPS Board of Trustees meetings are held monthly and, as a public institution, the school invites parents/guardians and visitors to attend. Meeting date, time and agenda are posted at the school and on the school's website. These meetings are usually scheduled the second Thursday of each month at 7:00 p.m. at the school. Current Trustees can be found on the BFCCPS website, or by clicking [here](#). A link to the open meeting law that governs these meetings can be found by clicking [here](#).

The Administrative Team

The Executive Director

The Executive Director is responsible for overseeing all aspects of our school, ensuring that we are operating efficiently and effectively to meet organizational goals. The Executive Director is responsible for: hiring faculty and staff; preparing and oversight of the Board approved budget; and providing management for administrative offices, programs and business operations.

The Executive Director works closely with the Board of Trustees, government officials and the public; and ensures that staff members are aligned with the school's mission and vision and that we are working together to successfully achieve strategic objectives. The Executive Director reports to the Board of Trustees.

The Head of School

The Head of School is responsible for the management of the ongoing operations of the school. The Head of School's responsibilities include providing educational leadership such as curriculum development, evaluating and supporting faculty, managing budgets, management and coordination of school communications

Assistant Head of School

The Assistant(s) Head of School works in concert with the Head of School and assists in the day to day operations of the school. Responsibilities include, all student and school activities, field trips, recess and lunch, Before and After School Program, student discipline, teacher evaluation and support and the management of non LTA 504's. While BFCCPS takes a team approach both AHOS may interact with all students and faculty, the positions are broken down by grade spans, with one AHOS primarily supporting grades K-4 and one primarily supporting grades 5-8.

Director of Curriculum, Instruction and Assessment

The Director of Curriculum, Instruction and Assessment is responsible for the mapping, organizing and the disseminating of the BFCCPS curriculum, administering statewide and internal assessments, scheduling and organizing Professional Development and working with classroom teachers to improve instructional practices.

Director of Co-Curricular Education

The Director of Co-Curricular Education supervises the Art, STEAM, Library, Music, Physical Education, and World Language programs at BFCCPS, including staff, staff development, curriculum, program development and Performances and the Spring Musical.

Director of Facility Management

The Director of Facility Management supervises the Maintenance staff in maintaining the functioning of the school and grounds.

Director of Human Resources

The Director of Human Resources provides leadership and direction for the school's human resource function in support of the school's mission as well as in compliance with legal standards and with state and federal requirements applicable to BFCCPS. This work includes managing and developing school personnel policies and procedures, as well as providing school-wide planning and administration of comprehensive human resources programs including but not limited to employee relations, recruitment and benefits administration

Director of Student Services

The Director of Student Services is responsible for compliance with State and Federal programs for Students with Disabilities, Homeless Students, as well as students requiring IHCP's. Other responsibilities include: non-violent crisis intervention and restraint.

Director of Technology

The Director of Technology effectively implements the technology strategy and function at BFCCPS. Specifically this includes: working with administration to create and implement a technology vision, managing the Technology Specialist, managing vendor relationships, providing support for technology infrastructure of the school, collaborating with administration on the planning, purchasing, deployment, and use of technology resources, and working collaboratively with administration, faculty and staff in the use of technology in the learning environment.

Central Office Staff

A number of administrators support BFCCPS:

- *Assistant to the Administration* carries out various administrative duties assisting the Executive Director and the Head of School. In addition, the Administrative Assistant coordinates calendars and appointments for the Executive Director and the Head of School, coordinates the school calendar, and coordinates event planning sheets (Blue Sheets).
- *Administrative Assistant to the Director of Student Services* provides administrative support for the Student Service Office.
- *Business Manager* manages the school's regular financial work, accounts payable and receivable, payroll, budgets.
- *Data Coordinator* maintains all faculty and student information systems and is responsible for all state reporting. Other responsibilities include: enrollment database and lottery, serves as a directory administrator for BFCCPS with the DESE, manages Board member electronic on-boarding, parent/teacher conference sign-ups and report cards printing.
- *Food Service/School Operations Coordinator*: Facilitates the breakfast and lunch program at BFCCPS. The Food Service Coordinator is responsible for posting the monthly menus, processing breakfast, lunch and milk orders, maintaining food quality expectations, as well as event planning and coordination for BFCCPS activities, including, but not limited to, graduation, capstone lunch, and 8th grade banquet.
- *Communications Coordinator* is responsible for working with the BFCCPS administration to effectively position and communicate BFCCPS' mission, identity, and accomplishments to all of

its stakeholders (Parents-current and prospective, students and alumni, staff and administration-current and prospective-Community/Region). This includes a lead role in the BFCCPS enrollment process, management of the BFCCPS website and calendar, and coordination of the weekly and ongoing parent communication systems.

- *Transportation/Operations Support Coordinator* is responsible for assisting the administration by producing programs, handbooks, and various documents as well as supporting the Director of Fine and Performing Arts. This position is also responsible for coordinating Regional Bus Transportation. Other responsibilities include: Room Parents and field trips.
- *Receptionist/Registrar* facilitates the day-to-day operations of the school's central office, records student attendance and is responsible student records/files, tracking dismissal changes, Kidmail.
- *Maintenance Staff* maintain the school facility. The maintenance staff is responsible for management of all school systems, maintaining the operation and cleanliness of the facility, as well as set up and breakdown of various activities.

Communication Between Home and School

Frequent and open communication between parents and school is key to the well-being of your child. There are a number of channels of communication and sources of information available to you to help ensure that this communication is successful.

School Administration

If you would like to speak or meet with the Executive Director, Head of School, or any other member of the BFCCPS Administration, please call the school and speak with the Administrative Assistant, ext. 101, who can set an appointment for you.

Contacting Your Child's Teacher

Your child's teacher is your primary connection with the school, and he/she is the first person to talk with about any questions or concerns about your child. You can reach teachers by leaving a phone message for them at school, putting a note in their mailbox (in the central office), by sending in a note with your child to give to the teacher, or by e-mail. Faculty email addresses are: *first initial, last name, @bfccps.org*. For example, Jane Doe's email address is jdoe@bfccps.org. Parents are asked not to contact teachers on their personal phones.

You should not expect to have an unscheduled meeting with your child's teacher in the morning before school starts, at the end of the day, or during the day. Teachers count on using those times for class preparation.

Teachers are always eager to receive information that will better help them work with your children, and are always willing to respond to a request for a meeting.

Leaving a Message for Your Child

If you need to give your child an *urgent* message during the day, leave that message with the receptionist/registrar (ext 100) at the front desk. Parents are not permitted to go to classrooms during instructional time to deliver messages.

Students who have cell phones are expected to have their cell phones off and in their backpack during school hours.

Email Communication from School

The School sends out electronic notices, as approved by the Head of School, to families who provide us with their email addresses. Parent provided email addresses from SchoolBrains are available to all teachers and staff. If you would like to contact any BFCCPS employee you can email them at: .Faculty email addresses are: *first initial, last name, @ bfccps.org*. For example, Jane Doe's email address is jdoe@bfccps.org

School Communications and Parent Technology Suite

BFCCPS uses several applications to provide a nearly paperless experience for our families. These programs allow us to streamline communications and offer a level of convenience for families throughout the school year. However, in the event that your family does not have internet access at home please contact the main office at 508-541-3434 so that we can make alternate arrangements.

Please note it is absolutely imperative that families set up or update their FamilyID, SchoolBrains, School Dismissal Manager and SNAP accounts annually. Attention to these details will ensure a smooth and safe opening to our school year.

FamilyID: FamilyID will be used for a variety of school forms including things such as field trip permission slips, before and after-school program registration. Please note that you will need to use your correct LASID (student ID) for your registration to be accepted. LASID's are student ID numbers issued by the school. If you need your child's LASID, please request this from the Data Coordinator.

School Dismissal Manager: School Dismissal Manager will provide us with an organized and efficient tracking system for tardy and absence notification as well as afternoon dismissals. You can quickly and easily update your students' attendance and dismissal instructions using the easy-to-use mobile and desktop interface or School Dismissal Manager's free Android and iPhone applications.

Parents will receive login and usage instructions annually in Mid-August. We ask all families to update their dismissal instructions using the School Dismissal Manager each year prior to the start of the school year as instructed, so we can ensure we have accurate information on how your child(ren) should be sent home.

School Dismissal Manager is also utilized for Carline Dismissal.

SchoolBrains: Keeping you informed is a top priority at BFCCPS. The School uses the notification system built into SchoolBrains which will allow us to send a telephone or e-mail message to you providing important information about school events or emergencies. We use the telephone feature of

SchoolBrains to notify you of school delays or cancellations due to inclement weather, or emergencies resulting in school closings. The email notification system will be used to remind you about various events, including report card posting, curriculum nights, parent/teacher conference etc. In the event of an emergency at school you will be informed immediately by phone and SMS Text Messaging

SchoolBrains is our student information system and provides a robust parent portal. All parents are asked to login to their SchoolBrains account to verify parent contact information and home address and phone numbers. Families who are new to BFCCPS will receive their SchoolBrains parent portal login and password in August. We ask that all families review and modify any information that is out of date no later than two weeks from the first date of school. SchoolBrains is also used for parent alert notifications as described below.

Parents of students in grades K-4 can download report cards from SchoolBrains at the end of each trimester.

Parents of students in grades 5-8 will have access to a more robust parent portal on SchoolBrains. Parents can login to the portal to view upcoming assignments, assessment dates and real-time grades. Report cards can be downloaded at the completion of each Trimester. Any student receiving a grade of C or below will also include a comment as to what areas of the subject the student may be struggling with.

SNAP: BFCCPS has used the software SNAP to manage our school's health information in a safe and secure way. The Health Office will be implementing an online parent portal that will allow you to submit documents and information electronically each year.

Ben's Buzz

Each Wednesday the School sends home the Wednesday Parent Electronic Newsletter (commonly known as Ben's Buzz). Providing current news, upcoming events, new policies, and key reminders, Ben's Buzz is sent home via email each Wednesday. In addition, children in every grade may be likely to bring home Kid Mail any day of the week.

Pillar in Action Newsletters

In order to assist you as the primary educator of your children, we have committed to providing you with three Pillar in Action newsletters a year. Each of these newsletters will follow a specific theme that ties to one or more of our mission pillars. The content of these newsletters is created by the faculty and staff of BFCCPS.

Pillar Nights

As part of our ongoing commitment to partnering with parents, BFCCPS will host three Parent Pillar Nights each year for the community. These parent education evenings are designed to provide parents with opportunities to learn about the school's pillars, as well as resource support for non-academic subjects, that will help them fulfill their primary educator role. Topics for these events are developed based on feedback from teachers, parents, social trends or changes to curriculum/technology at BFCCPS as applicable.

Curriculum Documentation

Central to the tenet of Parents as Primary Educators is the premise that parents are aware of what their children are studying and are prepared to work with their children and/or talk with them about their

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learning at school. Key to accomplishing this goal, each subject at each grade level has a standards-aligned curriculum map that outlines the progression of units throughout the school year. Our curriculum maps list targeted standards, essential questions, and major assessments, as well as character education connections. Curriculum maps are posted on the BFCCPS website under Classical Education.

Parent/Student Handbook

This Parent/Student Handbook, published in the fall, contains a concise, thorough compilation of important information for all parents. Please be sure to read thoroughly all the information and review this handbook with your children.

Family Directory

BFCCPS will publish grade level directories with family phone numbers and e-mail addresses each fall. Parents will be provided the opportunity to opt-out of this directory if they so choose. **This information is for school families only** and is not to be used for solicitation.

Curriculum Nights and Parent-Teacher Conferences

Early in the fall parents are invited to come meet their children's teachers and to hear more about the upcoming year. Parents/guardians are strongly encouraged to come to these evenings. In addition, the School holds several days of parent-teacher conferences in the fall. Parents are invited to set up conferences at other times if additional meetings would be helpful.

Report Cards

Report cards are issued electronically three times a year. These report cards are posted electronically and are available in our SchoolBrains Parent Portal.

BFCCPS Website

The BFCCPS website, www.bfccps.org, contains continually updated information about the School, including all Board policies and information about programs, activities, and events held at the School. Parents are encouraged to read about the [school's mission and the four pillars](#) and the [BFCCPS virtues](#) and connect to [BFCCPS Faculty pages](#). The BFCCPS website also houses valuable information for parents including things such as summer assignments, school supplies, general information about transportation and previously published editions of Ben's Buzz.

Teacher Webpages

BFCCPS Teachers maintain a web page with information regarding classroom policies, homework, and classroom events. These webpages are linked on each teacher's faculty page listed alphabetically under the faculty tab on bfccps.org.

Annual Report

Every year, each charter school is required by the State Department of Education to file an extensive Annual Report. This Annual Report is available on the BFCCPS website and at the front office and contains information about many aspects of the school.

Expectations for Parents, Guardians, and Volunteers

BFCCPS was founded to provide parents and students with the opportunity to develop their character. Character Education is the guiding precept that runs through the curriculum, and governs the interactions

of students, teachers, staff, parents, guardians, and volunteers. The virtues that form the foundation of our school community are: Prudence, Fortitude, Temperance and Justice. To further the character development of our children, it is imperative that all parents, guardians, and volunteers model these virtues in all of our interactions with members of the BFCCPS community in all school related activities.

BFCCPS strives to have parents, guardians, and volunteers who are committed to the mission of the school and who demonstrate this commitment in all areas of their interactions with students, teachers and other members of the community. To that end, the following principles are expectations for parents, guardians, and volunteers and serve as a supplement to the Family Pledge. Parents, Guardians, and Volunteers are encouraged to: (1) model the mission of the School; (2) not reveal any confidential information about any student or member of the community unless disclosure is required by law or by school policies and/or directives; (3) maintain an environment in the classroom, halls, courtyard, playgrounds, parking lot, and all school-sponsored events that is respectful and in accordance with the mission of the school; (4) treat all members of BFCCPS community with respect and dignity in all interactions relating to the school and not make malicious or intentionally false statements about any member of the BFCCPS community; (5) communicate with a teacher about issues or concerns that may affect their child's performance or behavior at BFCCPS; (6) adhere to [Policy No. 23](#), the Grievance Solving Procedure, to resolve any grievance with a member of the BFCCPS community; (7) not engage in unlawful harassment or discriminatory conduct in violation of applicable state and federal civil rights laws; (8) not seek a reprisal against any individual who has reported any allegation or filed any grievance or engaged in any protected, concerted activity; (9) adhere to any Media Notification Policy adopted by the School; (10) follow all sign-in procedures upon entering the school. Before visiting a child's classroom, a parent or guardian should seek prior approval from the teacher or a school administrator. A parent should not interrupt a class in session, and (11) obtain approval from the Head of School of all communications intended to be distributed to the school community through the school's electronic or written communication procedures.

Health Office

Overview

The Health Office is where the in-school health and wellness needs of our students are met. The School Nurses serve in a pivotal role that bridges health care and education. They promote, teach and encourage healthy student practices to maximize learning readiness.

The School Nurses support student success by providing health care through assessment, intervention, and follow-up for all children within our school setting. They advocate for health care and a healthy school environment by serving as a liaison between school personnel, family, community and healthcare providers. Grounded by standards of practice, services provided by the School Nurses include leadership, community/public health, care coordination, and quality improvement.

Please feel free to contact the nurses in the Health Office via phone at (508) 528-1945.

Accidents

BFCCPS strives to provide a safe environment at school. If an accident or sudden illness occurs, an assessment and appropriate interventions will be made by the School Nurse, and a parent/guardian will be notified. In a non-emergency situation, parents/guardians are responsible for providing transportation if their student needs to leave school. In an emergency situation a student may be transported to the hospital

by ambulance at the parent's expense. An administrator/teacher will accompany a student in an ambulance in the absence of a parent/guardian. Every attempt will be made to contact the parent/guardian immediately.

Illness

The goal of supporting every student's ability to benefit from classroom education is best met when students are healthiest and classroom time is maximized. In an effort to reduce the spread of illnesses and provide time for students to return to a healthy learning environment, please follow the guidelines for keeping a sick child home from school.

Guidelines for keeping a sick child home from school

1. The child should be fever-free for 24 hours without the aid of a fever reducing medication, such as acetaminophen or ibuprofen. Any temperature 100.0 degrees F or greater is considered a fever.
2. The child should be free of vomiting/diarrhea for 24 hours before returning to school. A child who has been ill during the night may feel slightly better in the morning and even ask to go to school. However, the child will likely experience symptoms of illness later, will be tired from loss of sleep, and will still be contagious to other children.
3. The child diagnosed with strep throat/scarlet fever should remain home for the first 24 hours of antibiotic treatment. A child remains contagious until he/she has been on antibiotics for 24 hours.
4. The child diagnosed with bacterial conjunctivitis should remain home for the first 24 hours of treatment and until there is no more drainage from the eyes.
5. Consider keeping a child with thick or constant nasal discharge at home. Very few younger children can effectively blow their noses and wash their hands afterwards. A child with the above symptoms may quickly spread the illness to other children.

To report an absence, please call (508) 541-3434 x 100.

Return to School Policy

A student who is absent from school due to illness for more than 5 days needs to provide a note from his/her own physician upon return to school.

Field Trip Nurses

For Kindergarten through Grade 4, we may provide a field trip nurse for every field trip if possible, except in the instance of a short community trip. During short community field trips, a first aid bag with general first-aid supplies will be carried by the supervising faculty member. If appropriate, student-specific epinephrine auto-injector(s) will be sent with a supervising faculty member trained in administration.

For students in grades 5 - 8, we may provide a field trip nurse for overnight field trips if possible, and at the School Nurse's discretion. During single-day field trips, a nurse will not routinely be provided. Instead, a first aid bag with general first-aid supplies will be carried by the supervising faculty member. If appropriate, student-specific epinephrine auto-injector(s) will be sent with a supervising faculty member trained in administration.

Screenings/Immunizations/Physical Examinations

BFCCPS follows the Massachusetts Department of Public Health laws, regulations and guidelines regarding immunizations, medication administration, physical exams and screenings. Please refer to the Health Office website for specific information on these topics. Parents may opt their child out of screening participation by requesting that in writing to the School Nurse.

For pertinent information on Head Lice, the Management of Life Threatening Allergies and other health related topics please refer to the [Health Office website](#).

Student Services

Special Education Director
Mrs. Amanda Irwin
508-541-3434 x 299

Civil Rights Officer
Mrs. Amanda Irwin
508 541-3434 x 299

Homeless Liaison
Mrs. Shauncey Malin
508-541-3434 x

Section 504 Coordinator Grades K-4
Dr. Jeff Levering
508-541-3434 ext 123

Section 504 Coordinator Grades 5-8
Mr. Mike Giroux
508-541-3434 ext 226

English Learner Coordinator
Mrs. Kelsey Kolic 508-541-3434 x227

Student Support Team (SST)- The Benjamin Franklin Classical Charter Public School provides a place to discuss student concerns in a supportive Community of Practice. When students are having behavioral challenges in the classroom or are struggling to make adequate academic progress through regular classroom instruction and additional intervention support, teachers may bring the student's case to SST to get new and/or more intensive strategies to support that student in being successful. This new intervention is implemented over an approximately 6 week period while the teacher collects data to assess if progress is being made. The team may convene additional times to analyze the data, generate additional interventions, and continue to support the teacher and student.

If a student appears to require additional support or instruction beyond the Student Support Team process, a referral for a full evaluation may be recommended. Should an evaluation be indicated, the parents are notified by the Director of Student Services, sent a consent to evaluate, and sent a copy of the *Notice of Procedural Safeguards*. Once the school receives the parents' consent to evaluate, the school district has 30 school working days in which to complete the assessments. When the evaluation is complete, and within 45 days of receiving the consent, the parents will receive copies of the assessment reports, and the parents and the evaluation Team will meet to discuss the results of the evaluation.

In order to be eligible for special education services, a student must be identified with a qualifying disability that prevents the student from making effective progress in the general education curriculum and requires specially designed instruction and/or related services in order to access and progress in the general education curriculum. In Massachusetts, the qualifying disabilities are autism, developmental

delay (through age 9), intellectual impairment, sensory (hearing or vision) impairment, neurological impairment (including traumatic brain injury), emotional impairment, communication impairment, physical impairment, health impairment (including ADHD), or specific learning disability. The eligibility decision is based on the results of the evaluation, the evaluation meeting, and the identification of a disability.

Special Education

If the Team determines that a student is eligible for special education, the Benjamin Franklin Classical Charter Public School will develop an Individualized Education Program (IEP) and will provide specially designed instruction in the area/s of need. The specially designed instruction, as written in the IEP, may include, but is not limited to, individualized instruction in the general education classroom, individualized instruction outside of the classroom, speech and language therapy, occupational therapy, social skills instruction, social-emotional support, and behavioral support. Progress of students on an IEP will be monitored by Special Education staff and reported through progress reports that will be shared with parents as often as general education report cards.

Special Education Parent Advisory Council (SEPAC)

Under 603CMR 28.00: Special Education: 28:07 Parent Advisory Councils are a legal requirement for each school district. BFCCPS has a Special Education Parent Advisory Council (SEPAC) offering membership to all parents of eligible students and other interested parties. The purpose of the SEPAC is to allow parents the opportunity to provide input into ensuring access to a public education for all students, especially those with disabilities. The SEPAC participates in making decisions affecting policies, rules and regulations through its reporting to the Director of Student Services, the Head of School, and the Board of Trustees, thereby seeking enactment of policies, and practices that protect every student. Also, the SEPAC educates, promotes awareness, and shares timely information with its members and the school community.

The SEPAC shall participate in the planning, development, and evaluation of the school district's special education programs, provide workshops on special education topics and parenting issues, provide access to a resource library, provide support and networking for parents and provide community outreach. For more information, contact the Director of Student Services, Amanda Irwin, 508-541-3434 x299.

Website: <https://sites.google.com/bfccps.org/bfccpspacmicrosite/home/> e-mail: pac@bfccps.org

English Learner Education

The Commonwealth of Massachusetts General Laws, Chapter 71A states an English Learner as “a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English.” As required by this law and others, educational services for English Learner (EL) students are based on the individual needs of the student.

Under Federal and State law, districts must take appropriate steps to identify EL students so they can receive instruction that is designed to assist them in learning the English language and subject matter content. Their parents can participate in the decision-making process relative to the type of program the identified EL student will receive. When a new student enrolls in a school district, it is the district's obligation to determine whether the student is an EL student by following appropriate procedures and to place the student in appropriate instructional program to support content area and English language learning (603 CMR 14.02)

The first step is to administer a Home Language Survey to all newly enrolled students. Further screening/assessment is done if the answer to any of the questions on the Home Language Survey is a language other than English. A screening test may not be necessary for students who come from another Massachusetts district. Professional staff assesses student needs through a standardized state assessment, and, if the student qualifies for EL service, and following the federal and state guidelines, develops strategies, interventions, and services which will enable the student to access the curriculum. Services provided to EL students are designed to minimize the barriers to educational services and extracurricular activities and to provide an appropriate education in the least restrictive learning environment.

The school will notify the parents/legal guardians of the language screening results and initial placement. The school will inform the parent of the right to “opt out” or to secure a program waiver in a language the parent can understand, to the maximum extent practicable.

English Learner Parent Advisory Council (ELPAC)

All schools in the state of Massachusetts with at least 100 EL students or over 5% of the school’s population are required to form an ELPAC. All parents of students who are designated English Learners (EL) or former English learners (FEL) are automatically ELPAC members.

The purpose of the ELPAC is to provide input to the Director Curriculum, Instruction and Assessment and the Executive Director into the design and implementation of the school’s EL programs, to provide a forum for parents/guardians to ask questions and seek advice, and to provide resources to parents/guardians of EL students, through workshops, meetings, and other events. In addition, the ELPAC will work with the school to celebrate the many cultures and languages represented at BFCCPS, and to recognize bilingualism and multilingualism as enormous assets.

For more information about the ELPAC, contact Elizabeth Hoyt, 508-541-3434 or ehoyt@bfccps.org

Section 504 Plan

Rehabilitation Act of 1973, Section 504

Section 504 is a Civil Rights Statute, prohibiting discrimination against “otherwise qualified” individuals with a disability on the basis of disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities such as caring for oneself, performing manual tasks, eating, walking, seeing, hearing, speaking, breathing, bending, lifting, reading, concentrating, thinking, communicating, learning and working. Also included are “major bodily functions” that are major life activities such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.
- Has a record of such impairment

BFCCPS acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practices in the school district.

Under Section 504, the school district has the responsibility to identify and evaluate whether a student is determined to be eligible under Section 504, and if so, to afford access to appropriate educational based services and supports under a 504 accommodation plan.

If the parent or person in parental relationship disagrees with the determination made by the professional staff of the school district, she/he has a right to a hearing with an impartial hearing officer. Any questions concerning the implementation of policy and procedures may be directed to: Dr. Jeff Levering (Grades K-4) at 508-541-3434 ext 123 or jlevering@bfccps.org; Mr. Mike Giroux (Grades 5-8) at 508-541-3434 ext 226 or mgiroux@bfccps.org.

Educational Services to Homeless Students (McKinney-Vento Homeless Act)

Children without a permanent address have a right to go to school. If you have questions about getting your child into school, call your Local District Liaison/School Social Worker: Shauncey Malin, BFCCPS, 500 Financial Park Franklin, MA 02038, (508) 541-3434 extension 238, or contact the Massachusetts Department of Elementary and Secondary Education's McKinney-Vento Homeless Assistance office at <http://www.doe.mass.edu/mv/haa/>. Or you may call the following: Massachusetts Coalition for the Homeless, Toll-Free 866-205-1700, ext. 100; Greater Boston Legal Services, 617-603-1654; New England Network of Child, Youth & Family Services, 978-266-1998; and Massachusetts Advocacy Center 617-357-8431, ext. 224.

School Procedures and Essentials

Before School Care

Before School Care for K-8 Students begins at 7:30 am, and breakfast is an available option. Students will be checked in by a morning care staff member when they are dropped off during arrival (see arrival procedures below). Before School Care concludes at 8:45am for Grades K-5 and at 8:00 a.m. for Grades 6-8.

The program will run on semester schedule with the first half of the total service fee due one week before the beginning of the semester and the second half of the total service fee due when Mid-Term ends. Students who are enrolled in the program for the current trimester have first right of refusal for the next trimester unless there is an outstanding balance after the Mid-Term ends. If you are in need of financial support for this program, please email Marjorie Jarvis at mjarvis@bfccps.org. Information is available from the Before and After School Care Program Manager Samantha Palmer at spalmer@bfccps.org or on our website at <http://bfccps.org/parents/morning-care/>.

Arrival

Morning Activities 7:30 - 8:00 a.m.

- Students attending Before SchoolCare or Before School Activities (i.e Band, Student Council, Chorus), may arrive no earlier than 7:30 a.m.
- Parents are asked to pull all the way around the building and drop off their students by the flagpole. Students will then enter through the main entrance.
- Before School Care staff will be by the flagpole to check in Before SchoolCare students when they arrive.

Grades 6-8 Arrival 8:00 - 8:15 a.m.

- Students in Grades 6-8 should **not** arrive at school before 8:00 a.m., unless they are participating in Before School Care or Before School Activities.
- Bus students in Grades 6-8 are eligible to participate in Before School Care at no cost if they take a bus that arrives at BFCCPS prior to 8:00 am.
- Students go to their lockers and then report to their homerooms upon arrival.
- Our unloading zone runs from the flagpole all the way to the Grade 2-5 wing. Parents are asked to drop off in this zone. Please do not exit the drop off zone until directed to do so by a member of our staff on duty.
- Traffic flow will be a single line of cars to the left so that cars may pass/leave on the right
- Before School Care staff will be at the drop off zone to check in Before School Care students when they arrive.

Students who are not seated in their homeroom by 8:20 will be considered tardy, and must sign in with the front office and receive a tardy pass.

Grades K-5 Arrival 8:45 - 9:00 a.m.

- Students in Grades K-5 should **not** arrive before 8:45 a.m., unless they are participating in Before School Care or Before School Activities. **Students arriving after 9:00 are considered tardy. They must be accompanied into the front office with a parent, sign in and receive a tardy pass.**
- Our unloading zone runs from the flagpole all the way to the Grade 2-5 wing. Parents are asked to drop off in this zone. Please do not exit the drop off zone until directed to do so by a member of our staff on duty.
- Traffic flow will be a single line of cars to the left so that cars may pass/leave on the right
- Administration members and Before School Care staff will be present to supervise and direct students into the building

After School Care

After School Care for K-8 Students begins at 3:20 p.m. and ends promptly at 6:00 p.m.. Parents picking up later than 6:00 p.m. will incur an additional fee. Parents must park their car and enter the building to sign out and pick up their child.

The fee for this service is set at \$700 for each weekday for the entire year, and an annual non-refundable registration fee is required. If your child is attending all 5 week days the fee is \$3500 for the year. The program will run on semester schedule with the first half of the total service fee due one week before the beginning of the semester and the second half of the total service fee due when Mid-Term ends. Students who are enrolled in the program for the current trimester have first right of refusal for the next trimester unless there is an outstanding balance after the Mid-Term ends. If you are in need of financial support for this program, please email Marjorie Jarvis at mjarvis@bfccps.org. Students must be pre-registered and no drop-in services are available. Information is available from the Before and After School Care Program Manager Samantha Palmer, spalmer@bfccps.org or on our website at http://bfccps.org/parents/before_and_after_care.

Dismissal

- ◆ The last period of our day concludes at 3:00 p.m . Dismissal begins at 3:05.
- ◆ All families utilizing the carline must use the School Dismissal Manager application to scan a QR code upon arrival at the beginning of the pick up line. Without this app, you will be asked to pull out of the carline so that we can manually key in your child(ren) to be dismissed.
- ◆ Staff members will be on hand at the back of the building to direct traffic and parents must follow the instructions of the staff members.
- ◆ Traffic flow will be a double line of cars.
- ◆ Once Car Line Dismissal is completed and bus attendance has been cleared, all students staying for after care or school clubs will be dismissed.

Early Dismissal by Parent

In the occasional event a student needs to leave early, use School Dismissal Manager to note this change. Dismissal changes must be recorded in School Dismissal Manager by 1:59 p.m. daily. Changes after that must be made through our main office. We ask that no changes or dismissals occur after 2:45 pm. When picking up the child, the parent/guardian must sign the Early Dismissal Log in the office and a member of the office personnel must be notified so that the student can be called to the office from class. Parents/guardians are not permitted to go to the classroom to dismiss their child.

Clubs and Activities

After School Clubs and Activities are offered during each trimester and typically occur once per week. Examples of activities and clubs offered in previous years include Art Club, Running Club, Girls Who Code, Drama Kids, Robotics, and STEM club. These activities are offered and led by either paid staff members or parent volunteers. Clubs and activities run by parent volunteers are free of charge, and those run by paid staff include a fee. A limited number of scholarships are available. Each club has a limited number of participants and the rosters are filled on a first come, first serve basis (waiting lists are created when demand exceeds the number of roster spots available). After school clubs and activities typically end at 4:15, and students are either dismissed to After School Care or picked up by parents. Please note that After School Care is a separate program and is an additional charge. Please contact the Assistant Head of School, Mike Giroux (mgiroux@bfccps.org), for additional information or questions.

Assemblies

➤ General Information about Assemblies:

- o Assemblies are generally held in the Commons.
- o Siblings of students attending BFCCPS are not allowed to be dismissed from class to attend their sibling's assemblies with the exception of Capstone Presentations and Kindergarten Meet the Authors.
- o Parents are often invited to assemblies in conjunction with school health and safety protocols. They must sign in and sign out at the main office when attending. Parents will be notified ahead of time by the homeroom teacher if their child is performing or being recognized at an assembly.

➤ Types of Assemblies

- o Academic Assemblies: grade level assemblies for homerooms to share what they are learning within the curriculum. The assemblies may be short recitations, songs, skits, presenting work, or etc. These assemblies give students the opportunity to practice performing and speaking in front of others in a safe environment.
- o Character Recognition Assemblies: All students in Grades K-8 are publicly recognized by faculty and staff for displaying virtuous behavior at BFCCPS. Students in Grades K-5 are awarded a leaf in the Forest of Virtue by their classroom teacher at grade level Character Recognition Assemblies. Character Assemblies for students in Grades 6-8 are held at the end of each trimester, and students can be recognized with Character in Action Awards or Benjamin Franklin Medals of Virtue.
- o Arts Enrichment Assemblies: The BFCCPS Parent Community Organization plans and arranges a variety of programming for K-8 students. Past performances have included professional storytellers, musical groups, puppet shows, and historical plays. Notice of these assemblies will be in Ben's Buzz.

Attendance Policy

Attendance is taken each day at the start of school. Our policy follows Massachusetts Department of Education regulations:

- Grades K-5 students arriving after homeroom but up until 12:00 noon are marked as tardy; a student arriving after 12:00 noon is marked as absent for the day. A child dismissed before 12:00 noon is marked absent for the day, and dismissed after 12:00 noon, marked early dismissal.
- Grades 6-8 students arriving after homeroom but before 11:30 a.m. are marked as tardy; arriving after 11:30 am, marked as absent for the day; dismissed before 11:30 a.m. marked absent for the day; dismissed after 11:30 am, marked early dismissal.

Students with multiple tardies and/or absences in a term may be contacted by a member of the administration to discuss attendance issues as laid out in our Attendance policy below.

Absences

The school's attendance policy is aligned with the state law regarding student attendance: School attendance is imperative to a student's academic success. Under current law, students under the age of 16 are required to attend school and parents who induce absences are subject to criminal complaints. At BFCCPS we do not distinguish between excused and unexcused absences. All students are recorded as present or absent in order to keep an accurate record of who is present in the building.

Students must be in school regularly in order to be active participants in learning activities and to maximize learning. The expectation is that students will arrive to school on time daily, leave school at dismissal time, and miss school only when: the student is sick; on the day following dismissal by the school nurse; a death in the immediate family or other significant family crisis; celebration of a Religious holiday; or suspension from school. If your child will not be at school, or will be tardy, please inform the

school via the School Dismissal Manager Application. If your child is absent and the school has not received a message from you informing the school that your child will be absent, the school will call you. This is a critical safety precaution.

Any student who has accumulated 10 absences (any combination of full and half days that equal 10) is considered to have amassed an excessive number of absences. When a student approaches 10 absent days, an Assistant Head of School will be in touch with the family to notify them of excessive absences either via email to learn more about the situation and address any needs that the family or student may have.

For any student who has accumulated 15 absences, a meeting will be scheduled, as needed, between a combination of the following individuals: parents/guardians, school counselor, Assistant Head of School, Head of School, Social Worker, school nurse, and/or teacher. Depending on the situation, the student may or may not be involved in the meeting. The goal of the meeting is to work together to develop a plan that will support the student in attending school regularly.

Students with absences that exceed 20 school days may be subject to more serious consequences including, but not limited to the following: Retention, Required Summer School Attendance, Child Requiring Assistance Petition, and/or 51 A Filing for Neglect. When a student has accumulated 20 absences, the Executive Director of the school will reach out to the parents to schedule a meeting to discuss what the necessary next steps will be to ensure that the student is attending school on a daily basis.

Students who are absent from school are not eligible to attend any extracurricular or evening activities on the date of absence. It is the responsibility of the student to make up all missed assignments, tests, or quizzes. Students who have exceeded twenty absences in the current academic school year may not be eligible to attend overnight field trips, or be eligible for promotion to the next grade. Parents will need to schedule an appointment with the Head of School or his/her designee to make the appropriate provisions for their student.

Homework Request For Students Who Were Absent Due To Illness

Students who have been absent from school due to illness have the opportunity to make up for their missed work. For each day they were absent, they will be given a day to make up their work. If they missed one day of school, they will have one day to make up their work. If they missed two days of school, they will have two days to make up their work. If students are going to be absent for an extended period of time, please communicate with the classroom teacher so that we can coordinate to have work put aside for them to be sent home with siblings, or picked up in the front office. Please give teachers 24 hours notice to pull work together.

Extended Absences

Absences that exceed **5 school days**, and are **NOT** due to illness, will need to be communicated to the school administration prior to the absence when at all possible. Please fill out the Extended Absence Form located on the school website, or in the Central Office. Completed forms should be returned to the student's homeroom teacher. A separate form must be filled out for **each** student in the family. Notification to the school of an extended absence does not excuse students from the above absence requirements and responses based on the total number of absences a student has over the course of the year. Students who meet or exceed absence thresholds as outlined above, are still subject to the

progressive action steps outlined, up to and including, retention, required summer school attendance, child requiring assistance petition and/or a 51A Filing for neglect. Students taking extended absences must also meet the actual residence definition during their absence to remain enrolled at BFCCPS.

Homework Request For Extended Absences.: Please be aware that teachers cannot accommodate requests for homework for students who are absent due to family travel prior to travel. The traveling student should read a book and record his/her travels in a journal. Students will be given a week (7 Calendar days) to complete any missed assignments, tests or quizzes they missed while they were out. Any assignments, tests, or quizzes that are not completed within 7 calendar days, will be completed at the Head of School's discretion.

Tardiness

One of the most valuable life skills a student can learn from his/her parent/guardian is the responsibility of arriving at school every day on time. One of the most important times of the school day is the morning. This is the time when important school news is announced, teachers define the plans for the day, and instructional goals are reviewed and set. The whole tone of a child's school day is set in the first part of the day. Please help support your children in learning habits that will help them be successful at school and throughout life by making sure they arrive on time to school each day.

Students in Grades 5-8 who are not in their homeroom by 8:20 a.m. and students in grades K-5 who are not in their classrooms by 9:00 a.m. are considered tardy. Students in Kindergarten through Grade 3 who are tardy need to be signed into the office by a parent/guardian, receive a blue Tardy pass, and report directly to class. Parents of students in grades K-3 are required to park in the parking lot and escort their children into the building. Students in Grades 4-8 who are tardy can be dropped off near the front entrance at the flagpole, sign themselves in tardy in the office, receive a blue Tardy pass, and report directly to class.

Chronic tardiness can adversely impact a child academically and socially in school. In order to address chronic tardiness, BFCCPS has adopted the following response plan:

- After 10 tardies, a letter or email will be sent home to the parents notifying them.
- After 15 tardies, the parents will be required to meet with the Assistant Head of School
- After 20 tardies, the parents will be required to meet with the Head of School
- After 25 tardies, the parents will be required to meet with the Executive Director and a Child Requiring Assistance (CRA) may be filed with the Juvenile Court

The first few minutes of the school day are critical for setting the tone and for giving important information about the day. Please make every effort to get your children to school on time.

Birthday Parties

Invitations to birthday parties held outside of school may not be given out at school unless every child in the class is invited to the party; otherwise invitations must be mailed or emailed.

Birthday parties are not held at school during school hours and balloons of any type, clowns, or other figures are not to be brought into the classroom.

BFCCPS has a restriction on edible birthday treats in school. Students are not permitted to bring in edible birthday treats to share with their classmates, but can bring in non-edible items such as stickers, pencils, small books, etc.

Civil Rights, Discrimination and Harassment

BFCCPS does not discriminate on the basis of race, color, national origin, creed or religion, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, prior academic achievement, or homelessness.

Our Civil Rights officer is:
Amanda Irwin
Benjamin Franklin Classical Charter Public School
500 Financial Park Drive
Franklin, MA 02038 508-541-3434 x 299

Office for Civil Rights, New England Office
U.S. Department of Education
5 Post Office Square, 8th Floor
Boston, MA 02109
Telephone: 617-289-0111
TDD: 877-521-2172
Email: OCR.Boston@ed.gov

Policies and Procedures for Reporting and Responding to Harassment and/or Discrimination

To support efforts to respond promptly and effectively to harassment and/or discrimination, BFCCPS has put in place policies and procedures for receiving and responding to reports of harassment and/or discrimination. These policies and procedures will ensure that members of the school community – students, parents, and staff – know what will happen when incidents of harassment and/or discrimination occur. The following outlines detailed procedures for staff reporting of incidents, processes for communicating to students and families how reports can be made (including anonymous reports), and procedures to be followed by an Assistant Head of School once a report is made.

A. *Reporting bullying or retaliation.* Reports of harassment and/or discrimination may be made by staff, students, parents or guardians, or others, and may be oral or written. Oral reports made by or to a staff member shall be recorded in writing. A school or district staff member is required to report immediately to an Assistant Head of School any instance of harassment and/or discrimination the staff member becomes aware of or witnesses. Reports made by students, parents or guardians, or other individuals who are not school or district

staff members, may be made anonymously. BFCCPS has a variety of reporting resources available to the school community, including an Incident Reporting Form.

Use of an Incident Reporting Form is not required as a condition of making a report. The BFCCPS Incident Reporting Form will: 1) be distributed as part of the beginning of the year packets for students and parents or guardians; 2) made available in the school's main office, the counseling office, the school nurse's office, and other locations as determined by Head of School or designee; and 3) posted on the school's website, 4) [and is bookmarked here](#). The Incident Reporting Form can be made available in the most prevalent language(s) of origin of students and parents or guardians by request.

At the beginning of each school year, BFCCPS will provide the school community, including administrators, staff, students, and parents or guardians, with written notice of its policies for reporting acts of harassment and/or discrimination. A description of the reporting procedures and resources, including the name and contact information of the Assistant Heads of School, will be incorporated in student and staff handbooks and on the school website.

1. Reporting by Staff

A staff member will report immediately to an Assistant Head of School when they witness or become aware of conduct that may be harassment and/or discrimination. The requirement to report to the Assistant Head of School does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline.

2. Reporting by Students, Parents or Guardians, and Others

BFCCPS expects students, parents or guardians, and others who witness or become aware of an instance of harassment and/or discrimination involving a student to report it to an Assistant Head of School. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Students, parents or guardians, and others may request assistance from a staff member to complete a written report. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of harassment and/or discrimination with a staff member, or with the Head of School or designee.

B. Responding to a report of harassment and/or discrimination.

1. Safety

Before fully investigating the allegations of harassment and/or discrimination, an Assistant Head of School will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents. Responses to promote safety may include, but not be limited to: creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who

will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Assistant Head of School will take additional steps to promote safety during the course of and after the investigation, as necessary.

The Assistant Head of School will implement appropriate strategies for protecting from harassment and/or discrimination a student who has reported harassment and/or discrimination, a student who has witnessed harassment and/or discrimination, a student who provides information during an investigation, or a student who has reliable information about a reported act of harassment and/or discrimination

2. Obligations to Notify Others

a. Notice to parents or guardians. Upon determining that harassment and/or discrimination has occurred, the Assistant Head of School will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the Assistant Head of School contacts parents or guardians prior to any investigation.

b. Notice to Another School or District. If the reported incident involves students from more than one school district, charter school, non-public school, approved private special education day or residential school, or collaborative school, the Assistant Head of School first informed of the incident will promptly notify by telephone the Head of School or designee of the other school(s) of the incident so that each school may take appropriate action. All communications will be in accordance with state and federal privacy laws and regulations.

c. Notice to Law Enforcement. At any point after receiving a report of harassment and/or discrimination, including after an investigation, if the Assistant Head of School has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the Head of School or designee will notify the local law enforcement agency. Notice will be consistent with the requirements of 603 CMR 49.00 and locally established agreements with the local law enforcement agency. Also, if an incident occurs on school grounds and involves a former student under the age of 21 who is no longer enrolled in school, the Head of School or designee shall contact the local law enforcement agency if he or she has a reasonable basis to believe that criminal charges may be pursued against the aggressor.

In making this determination, the Head of School or designee will, consistent with applicable school or district policies and procedures, consult with the school resource officer, if any, and other individuals the Head of School or designee deems appropriate.

C. Investigation. The Assistant Head of School will investigate promptly all reports of harassment and/or discrimination and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the Assistant Head of School will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The Assistant Head of School will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the Assistant Head of School, other staff members as determined by the Assistant Head of School, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the Assistant Head of School will maintain confidentiality during the investigative process. The Assistant Head of School will maintain a written record of the investigation.

Procedures for investigating reports of harassment and/or discrimination will be consistent with school or district policies and procedures for investigations

D. Determinations. The Assistant of School will make a determination based upon all of the facts and circumstances. If, after investigation, harassment and/or discrimination is substantiated, the Assistant Head of School will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities. The Assistant Head of School will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary.

Depending upon the circumstances, the Assistant Head of School may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The Assistant Head of School will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if harassment and/or discrimination is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Assistant Head of School cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

E. Responses to harassment and/or discrimination.

BFCCPS will use a variety of strategies for building students' skills, and other individualized interventions that the school or district may take in response to remediate or prevent further harassment and/or discrimination.

1. Teaching Appropriate Behavior Through Skills-building, as part of our character

education initiatives

Upon the Assistant Head of School determining that harassment and/or discrimination has occurred, the law requires that the school or district use a range of responses that balance the need for accountability with the need to teach appropriate behavior. BFCCPS strives to support all students in developing virtues, which are those good habits of mind and character that enable them to use their knowledge well and to choose well in all areas of life. Justice challenges us to separate the doer from the deed, and treat even unfortunate incidents as learning experiences for all students.

Skill-building approaches that the Assistant Head of School or may consider include:

- offering individualized skill-building sessions based on the school's/district's anti-harassment and/or discrimination curricula
- providing relevant educational activities for individual students or groups of students, in consultation with guidance counselors and other appropriate school personnel;
- implementing a range of academic and nonacademic positive behavioral supports to help students understand prosocial ways to achieve their goals;
- meeting with parents and guardians to engage parental support and to reinforce the anti-bullying curricula and social skills building activities at home;
- adopting behavioral plans to include a focus on developing specific social skills; and
- making a referral for evaluation.

3. Taking Disciplinary Action

If the Assistant Head of School decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the Assistant Head of School, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior. Discipline will be consistent with BFCCPS's code of conduct, discipline strategies, up to and including suspension (either in or out of school) or even expulsion, , in conjunction with Massachusetts regulations surrounding suspension and expulsion.

Discipline procedures for students with disabilities are governed by the federal Individuals with Disabilities Education Improvement Act (IDEA), which should be read in cooperation with state laws regarding student discipline.

If the Assistant Head of School determines that a student knowingly made a false allegation of harassment and/or discrimination, that student may be subject to disciplinary action.

4. Promoting Safety for the Target and Others

The Assistant Head of School will consider what adjustments, if any, are needed in the school

environment to enhance the target's sense of safety and that of others as well. One strategy that the Assistant Head of School may use is to increase adult supervision at transition times and in locations where harassment and/or discrimination is known to have occurred or is likely to occur.

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the Assistant Head of School will contact the target to determine whether there has been a recurrence of the prohibited conduct and whether additional supportive measures are needed. If so, the Assistant Head of School will work with appropriate school staff to implement them immediately.

Classical Enrichment Program

Students in grades 6-8 participate in a self-selected Classical Enrichment Program. Previous offerings have included: classical education topics in history, science, math and English Language Arts; fine arts such as clay sculpting, mural painting, cartooning; performing arts such as film, drama, jazz band, drumming, dancing, directing; or Technology including: music technology, simple coding, graphic design. Elective classes are held weekly for one class period each trimester. Students choose three separate enrichment classes each year, enabling them to experience a variety of subjects.

Co-Curricular Education

Art

Our visual arts program encompasses many aspects of art education, including art history, art criticism, aesthetics and art production. The elements and principles of design are introduced and reinforced throughout the course of the child's art experience. Local artists, art masters and a variety of media components are introduced, building on previous knowledge and introducing new skills. Students in grades K-4 have Art once a week. In grades 5-8, students take a half-year of Art and a half-year of STEAM.

STEAM

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. The end results are students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Students in grades 5-8 take a half-year of STEAM and a half-year of Art.

Library/Technology

In Library/Technology students receive instruction on a variety of library and technology skills. Books may be borrowed from the school library for a two-week period. Students are responsible for lost books. Any student who does not return a book at the end of the year will have a letter mailed home indicating

the book is missing. If the book is lost, a fee will be imposed for the replacement of that book. Students in grades K-8 have Library/Technology once a week.

Music, Band and Chorus

In grades K-8 students have general music once a week, in which they learn about singing, playing instruments, music history and appreciation, and music reading. We also have a strong performance music program. In third grade, all students start learning to play the recorder, while starting in fourth grade students have the option to also join the 4-8 instrumental music program, consisting of weekly band rehearsals and small group lessons. Chorus is available to students in fifth through eighth grade. In grades K-8 students have music once a week.

Students who continue with the instrumental or choral music can look forward to our many performance groups: Concert Band, Junior Choir, Wind Ensemble, Concert Choir, Symphonic Band, and Marching Band. Both the Symphonic Band and the Concert Choir attend festival competitions annually. Smaller performance groups are available for participation including: percussion, brass and woodwind ensembles.

Physical Education/Health

Each grade participates in Physical Education (PE) beginning in Kindergarten, for two periods a week of Physical Education. PE focuses on fitness, body awareness, sports, games, and sportsmanship as appropriate for each grade. Proper clothing is to be worn by all students. See the BFCCPS [Dress Code](#) for more information.

Foreign Languages

We are committed to providing all students with the linguistic and cultural tools for meaningful communication in a second language. Through the study of foreign language, students become active and engaged participants in an increasingly diverse, global, and multilingual society. Our curriculum moves students toward proficiency. We engage our students with authentic materials. The target language is used as much as possible in class. We focus our instruction on realistic situations, topics, and interactions, whether global or local.

Through the study of history and culture, we cultivate in our students a more critical understanding of, and readiness to, participate in a modern global society and most of all to develop tolerance and understanding towards other cultures.

Please see the table below for Foreign Language offerings at BFCCPS!

	Grade K-4	Grade 5	Grade 6	Grades 7-8
French	Once a week	Twice a week	3 times a week	4 times a week
Latin	N/A	Once a week	Twice a week	Twice a week

Technology

Technology Responsible Use Policy:

All parent volunteers and students are required to review and acknowledge The BFCCPS Responsible Use policy prior to using BFCCPS technology. This document is shared on a yearly basis and can be viewed at the following link. <https://tinyurl.com/BFCCPSRUP1819>

BFCCPS Technology policy has been written to support students' understanding of responsible technology use and promote digital citizenship.

Discipline

Students thrive when clear rules are enforced. Children will make mistakes in behavior and judgment, and we look to both help students grow from mistakes and to protect the learning environment of all students. Our goal is to aid all our students as they become polite, caring, and respectful citizens of our community and of the world beyond the school. We want them to respect themselves, others, and their environment.

We expect students to behave respectfully, to follow all classroom rules and to respect the instructions of any teacher/supervisor in the school. Generally, the classroom teacher is in charge of discipline. Serious or recurring problems are referred to the Assistant Head of School. Parents are invited and expected to help solve serious and recurring problems.

Specific Discipline Rules

Plagiarism/Cheating/Physical Harm/Drugs and Alcohol/Weapons

Any student who cheats, steals, physically harms another student, or who brings illicit materials or substances to school may be suspended.

Bullying

In 2010 the State of Massachusetts passed emergency legislation relating to bullying in schools that went into effect immediately. This legislation was amended in “An Act Relative to Bullying in Schools,” Chapter 86 of the Acts of 2014. BFCCPS is and will continue to be in compliance with the requirements of this law. BFCCPS defines Bullying and Cyberbullying as outlined in this law.

Part of this law requires a school-specific [Bullying Prevention and Intervention Plan \(BPIP\)](#) that outlines in detail the school's procedures for reporting bullying and following up on all reports. The BPIP also outlines the curriculum approach, professional development and community education the school will provide on the topic of bullying. BFCCPS has designated a section of the school website to this topic, and BFCCPS' BPIP and other resources can be found there.

Detention

In Grades 5-8, any behavior that is a disruption to the school environment or in violation of the behavioral expectations may result in a student detention. Detention is held during the grades 5-8 lunch and/or recess period. Parents are given written notification of the incident. The student is required to return the signed detention slip to the school the next day. During detention students are expected to reflect on their behavior and make a plan to avoid similar situations going forward. Restitution may also be required. If a student receives three detentions in the same trimester, the third detention will be held after school and the parents will be required to pick up their child and discuss ways to help support their child in making expected behavioral decisions.

Social Probation

Social probation is the exclusion of a student from extracurricular and/or social activities sponsored by the school. A student may be prohibited from attending such activities when they violate behavioral expectations.

Social probation may be issued as a consequence on its own or in addition to other disciplinary consequences. For example, if a student is serving a suspension or expulsion from school, the student may not appear on school property or attend school-related activities or events either as a spectator or as a participant. Suspensions that carry over a weekend or vacation period will also eliminate that student's participation in any extracurricular activities that take place on those weekends or during vacation periods. A violation of this school policy will be considered a trespass resulting in immediate notification to the local police.

SHORT TERM AND/OR LONG TERM SUSPENSION PURSUANT TO M.G.L. CH. 71, §37H^{3/4}

Suspensions may be short term or long term. Short term suspension means the removal of a student from the school premises and regular classroom activities for ten (10) consecutive school days or less. Long term suspension means the removal of a student from the school premises and regular classroom activities for more than ten (10) consecutive school days, or for more than ten (10) school days cumulatively for multiple disciplinary offenses in any school year.

Suspensions may occur in-school or out-of-school. In-school suspension is the removal of a student from regular classroom activities, but not from the school premises. During the course of an out-of-school suspension from school, a student may not be on school premises. During the course of an in-school or out-of-school suspension, a student is ineligible to participate in any school-related activities, including athletic activities. The Head of School may, in his/her discretion, allow a student to serve a long-term suspension in school. The student and his/her parents are expected to meet with a school administrator prior to reinstatement and the student's return to class.

Student and Parent/Guardian Rights under Massachusetts' law, M.G.L. c. 71 §37H^{3/4}

This section governs all student offenses that may be subject to short- or long-term suspensions that do not involve dangerous weapons, controlled substances, assault on school staff, felony or felony delinquency charges, and/or felony delinquency findings or admissions, all of which are governed by M.G.L. c.71 §§37H and 37H^{1/2}.

In every case of student misconduct for which suspension may be imposed, the Head of School is required to exercise discretion in deciding the consequence for the offense, consider ways to re-engage the student in learning, and avoid using long-term suspension from school as a consequence until alternatives have been tried.

Due Process

I. In-School Suspension. An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

The Assistant Head of School or Head of School will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.

On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least two (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator for the purpose set forth above, if such meeting has not already occurred. The administrator will deliver such notice on the day of the suspension by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or by other method of delivery agreed to by the administrator and the parent.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension.

II. Short Term, Out-of-School Suspension. Except in the case of an Emergency Removal (see below), prior to imposing a short term out-of-school suspension (10 days or less in a school year) for conduct not covered by M.G.L. c. 71, §37H and 37H ½, the Assistant Head of School or Head of School will provide the student and his/her parent/guardian oral and written notice and an opportunity to participate in an informal hearing.

Efforts to Involve the Parent: The Assistant Head of School or Head of School will make reasonable efforts to notify the parent of the issue, provide an opportunity to discuss the details, and of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) the disciplinary offense;
- b) the basis for the charge;
- c) the potential consequences, including the potential length of the student's suspension;
- d) the opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) the date, time, and location of the hearing;
- f) the right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

Format of Hearing:

The Assistant Head of School or Head of School will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing. If the student is in grades K-3, the administrator shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the short-term suspension takes effect.

III. Long Term Suspension

Additional due process hearing rights arise under federal and Massachusetts law when a long-term suspension is sought. Except in the case of an Emergency Removal provided on page [insert page], prior to imposing a long-term suspension (more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional procedures as follows:

1. Notice: The notice will include all of the components for a short-term suspension.

2. Format of Hearing: The Format of the Hearing will include all of the components for a short-term suspension plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) the right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) the right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) the right to cross-examine witnesses presented by the school district;
- e) the right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; all parties must be informed that an audio recording will be made of the hearing; and
- f) the right to appeal administrator's decision to impose long-term suspension to the Executive Director.

3. Decision: Based on the evidence, the Head of School will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to the address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the Head of School decides to suspend the student on a long-term basis, the written determination will:

- 1. Identify the disciplinary offense, the date on which the hearing took place, and the participants at the hearing;
- 2. Set out the key facts and conclusions reached;
- 3. Identify the length and effective date of the suspension, as well as a date of return to school;
- 4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 cumulative days);
- 5. Inform the student of the right to appeal the administrator's decision to the Executive Director or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a. the process for appealing the decision, including that the student or parent must file a written notice of appeal with the Executive Director within five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the Executive Director an extension of time for filing the written notice for up to seven (7) additional calendar days; and that
 - b. the long-term suspension will remain in effect unless and until the Executive Director decides to reverse the administrator's determination on appeal.

If the student is in grades K through 3, the administrator shall send a copy of the written determination to the Executive Director and explain the reasons for imposing an out-of-school suspension, before the long-term suspension takes effect.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

APPEAL TO THE EXECUTIVE DIRECTOR

If a decision by the Head of School, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the Executive Director. In order to do so the student or parent must file a notice of appeal with the Executive Director within five (5) calendar days with a seven (7) day postponement option. The Executive Director must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the Executive Director may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The Executive Director will make a good faith effort to include the parent in the hearing. The Executive Director will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and Executive Director to participate. The Executive Director will send written notice to the parent of the date, time, and location of the hearing.

The Executive Director will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The Executive Director will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The Executive Director will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.

The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described above.

The Executive Director will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described above. If the Executive Director determines that the student committed the disciplinary offense, the Executive Director may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the Executive Director constitutes the final decision of the school district.

EXCEPTION FOR EMERGENCY REMOVAL

A student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order

of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The Head Of School will immediately notify the Executive Director in writing of the removal and the reason for it, and describe the danger [or disruption] by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent consistent with the content of the Notice of Suspension and Hearing.
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day consistent with the Administrators requirement for notice for short or long term suspensions as applicable.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

Services during Removals and School-Wide Education Service Plan

Students who are suspended from school for ten (10) or fewer consecutive days, whether in or out of school, have the opportunity to make academic progress during the period of suspension; make up assignments; and earn credits missed including, but not limited to, homework, quizzes, exams, papers and projects missed.

BFCCPS has developed a school-wide Education Service Plan for all students who are expelled or suspended from school for more than ten (10) consecutive school days, whether in or out of school. The Head of School shall ensure these students have an opportunity to make academic progress during the period of suspension or expulsion, to make up assignments and earn credits missed, including, but not limited to, homework, quizzes, exams, papers and projects missed.

BFCCPS's Education Service Plan is subject to change, and may include, but is not limited to, tutoring, alternative placement, Saturday school, and online or distance learning.

If BFCCPS expels a student or suspends a student for more than ten (10) consecutive school days, BFCCPS is required to provide the student and the parent/guardian of the student with a list of alternative educational services. Upon selection of an alternative educational service by the student and the student's parent/guardian, the school shall facilitate and verify enrollment in the service.

SUSPENSION AND/OR EXPULSION PURSUANT TO M.G.L. CH. 71, §37H AND §37H½

Under certain circumstances, students may be subject to suspension and/or expulsion by the Head of School and/or Executive Director as explained below.

Students are subject to suspension and/or expulsion (i.e, permanent exclusion) by the Head of School for the conduct listed below. (See also, M.G.L. ch. 71, §§37H)

- Possession of a dangerous weapon*
- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Assault on teachers, administrative staff or other educational personnel**
- Felony complaint

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the Executive Director. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

** An "assault" is defined as "an intentional, unlawful offer of corporal injury to another by force, or force unlawfully directed toward a person of another, **under such circumstances as creating a well-founded fear of imminent peril, coupled with apparent present ability to execute an attempt, if not prevented.**" Because the potential penalty (expulsion from school) is so serious, we believe courts are likely to interpret the term in Section 37H(a) strictly, requiring either an actual physical assault, or at least a threat accompanied by the means to carry it out, in circumstances that create a reasonable fear of imminent danger.

Suspension Following Criminal or Felony Delinquency Complaint

Upon the issuance of a criminal or felony delinquency complaint against a BFCCPS student, the Head of School or Executive Director may suspend such a student for a period of time determined appropriate by the administrator if he or she determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Expulsion Following Felony Adjudication or Admission

Upon a BFCCPS student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the Head of School or Executive Director may expel said student if the administrator determines that the student’s continued presence in school would have a substantial detrimental effect on the general welfare of the school.

Continuation of Educational Services under M.G.L. ch. 71, §37H and §37H½

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten (10) consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, which is described below, and will be so informed at the time of the suspension/expulsion. If the student withdraws from BFCCPS and/or moves to another school district during the period of suspension or expulsion, the new school/district/district of residence shall either admit the student to its schools or provide educational services to the student under the new school or district's education service plan.

Any student that is subject to possible expulsion has the right to due process under Massachusetts General Law chapter 71 section 37H and 37H 1/2 as follows:

MGL CHAPTER 71: SECTION 37H:

- (a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter 94C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district, by the Head of School.
- (b) Any student who assaults a school administrator, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including educational athletic games, may be subject to expulsion from the school or school district by the Head of School.
- (c) Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School. After said hearing, a Head of School may, in his discretion, decide to suspend rather than expel a student who has been determined by the Head of School to have violated either paragraph (a) or (b).
- (d) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Executive Director. The expelled student shall have ten (10) days from the date of expulsion in which to notify the Executive Director of his appeal. The student has the right to counsel at a hearing before the Executive Director. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.
- (e) Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

MGL CHAPTER 71 SECTION 37H 1/2:

- 1.) Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the Head of School of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said Head of School if said Head of School determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of this right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Executive Director. The student shall have the right to appeal the suspension to the Executive Director. The student shall notify the Executive Director in writing of his/her request

for an appeal no later than five (5) calendar days following the effective date of suspension. The Executive Director shall hold a hearing with the student and student's parent or guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his/her behalf, and shall have the right to counsel. The Executive Director shall have the authority to overturn or alter the decision of the Head of School, including recommending an alternate educational program for the student. The Executive Director shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city with regard to the suspension.

Due Process

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension, ten (10) days or less based upon an informal hearing, to be followed by a formal hearing before the Head of School within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the Head of School or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.
2. Prior to putting a suspension into effect, the Head of School or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.
3. Formal Hearing. Any student who is charged with any of the misconduct detailed above has an opportunity for a formal hearing before the Middle School or High School Head of School. At the hearing, the student may have representation at his or her own expense, along with the opportunity to present evidence and witnesses at said hearing before the Head of School. After said hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student who has been determined by the Head of School to have committed the misconduct detailed above. The student is entitled to this hearing prior to an expulsion or prior to a suspension reaching more than ten (10) days in length, and the following procedures will apply:
 - The student shall receive written notice of the following:
 - Charges and a statement of the evidence;
 - Date, time, and place of a hearing;
 - Notice of the right at the hearing to:
 - Be represented by their parents, legal or other representative (at the student's/parent's own expense.)
 - Present evidence.
 - Confront and cross-examine witnesses.
 - The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with the Massachusetts Student Records Regulations or other applicable law.
- The hearing will be conducted by the Middle School or High School Head of School.
- Decisions shall be put in writing and sent to the student and parents.

When considering a suspension/expulsion of a student charged with/convicted of felony, the Head of School will use the standards and procedures set forth in M.G.L. c.71, §37H1/2. In addition, prior to initiating such procedures, the Head of School may meet informally with the student and/or his parents to review the charge and the applicable standards if the Head of School deems appropriate.

Appeals to Expulsions or Long-Term Suspensions under §37H

Any student who has been expelled or suspended long-term from BFCCPS pursuant to MGL c. 71 §37H shall have the right to appeal to the Head of School. The expelled or suspended student shall have ten (10) calendar days from the date of the expulsion or long-term suspension in which to notify the Head of School, in writing, of his or her appeal. The student has the right to counsel, at his or her own expense, at a hearing before the Head of School. At the appeal hearing, the student shall have the right to present oral and written testimony on his/ her behalf, and shall have the right to counsel. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section. The Head of School shall render a decision on the appeal. Such decision shall be the final decision of the school.

Appeals to Expulsions or Suspensions under §37H1/2

The student shall have the right to appeal the expulsion or suspension to the Head of School. The student shall notify the Head of School, in writing, of his/her request for an appeal no later than five (5) calendar days following the effective date of the expulsion or suspension. The Head of School shall hold a hearing with the student and the student's parent/guardian within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his or her behalf, and shall have the right to counsel. The Head of School shall have the authority to overturn or alter the decision of the Head of School, including recommending an alternate educational program for the student. The Head of School shall render a decision on the appeal within five (5) calendar days of the hearing. The Head of School's decision shall be the final decision of BFCCPS with regard to the expulsion or suspension.

Special Education - Discipline

The Individuals with Disabilities Education Act (IDEA) provides eligible students with certain procedural rights and protections in the context of student discipline. A brief overview of these rights is provided below.

In general, students may be excluded from their programs, just as any other student can be, for up to ten (10) school days per year. However, when a student is excluded from his/her program for more than ten (10) school days in the school year, school staff may be required to provide alternative educational services for the student. In addition, in many instances, the student's Team must convene to determine whether the student's behavior was a direct result of his/her disability (a "manifestation determination").

Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

Notification.

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in §300.504.

If the Team determines the behavior was not a direct result of the student's disability, the school may discipline the student according to the school's code of student conduct, except that the district must continue to provide the student with educational services during the period of suspension or expulsion. However, if the Team determines that the behavior was a direct result of the disability, the student may not be excluded from the current educational placement (except in the case of weapons, drugs, or serious bodily injury) until the Team develops, and the parent(s)/ guardian(s) consent(s), to a new IEP. The Team must also conduct a functional behavior assessment and develop or revise a behavioral plan for the student.

In the event a student possesses, uses, sells or solicits a controlled substance or possesses a weapon, or seriously injures an individual at school or a school function, a school may place a student in an interim alternative education setting for up to forty-five (45) days. Bureau of Special Education Appeals hearing officers may also order the placement of a student in an appropriate interim setting for up to forty-five (45) days upon determination that the current placement is substantially likely to result in injury to the student or others.

When a parent(s)/guardian(s) disagrees with the Team's decision on the "manifestation determination" or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Similar procedures apply to students with plans under Section 504 of the Rehabilitation Act of 1973.

The BFCCPS Student Services Department will be informed of students' behavior as it occurs. All regulations under IDEA, 2004 will be implemented. The regulations for this law would supersede the state law in a hearing.

Students Who Have Not Yet Been Determined for Special Education

1. If, prior to the disciplinary action, the school had knowledge that the student may be a student with a disability, then the school makes all protections available to the student until and unless the

student is subsequently determined not to be eligible. The school may be considered to have prior knowledge if:

- a. The parent had expressed concern in writing; or
 - b. The parent had requested an evaluation; or
 - c. District staff had expressed directly to the Director of Student Services or other supervisory personnel specific concerns about a pattern of behavior demonstrated by the student.
 - d. The district may not be considered to have had prior knowledge if the parent has not consented to evaluation of the student or has refused special education services, or if an evaluation of the student has resulted in a determination of ineligibility.
2. If the district had no reason to consider the student disabled, and the parent requests an evaluation subsequent to the disciplinary action, the district must have procedures consistent with federal requirements to conduct an expedited evaluation to determine eligibility. The consequences imposed remain in effect during the evaluation process.
 3. If the student is found eligible, then he/she receives all procedural protections subsequent to the finding of eligibility.

Behavioral Expectations of BFCCPS Community

Students, volunteers, and staff will be expected to behave in a manner that is respectful and inclusive of all persons, avoiding any violation of another's civil rights, including verbal or physical threats or attacks directed at a person's racial, ethnic or religious background or their physical or mental ability or disability, and any of the various forms of sexual harassment.

Students, volunteers, and staff will be expected to obey all international, federal, state and local laws while in school, at school-related events, and while enroute to and from school or a school-sponsored event.

Behavioral Expectations Student Statement

"As students at BFCCPS we will do our best to show good character at all times. We will build a respectful, safe, and positive learning environment. We strive to be courageous when faced with challenges, temperate in our actions, wise when faced with difficult decisions, and just and compassionate in our dealings with people. This is who we hope to be, even when no one is looking."

General K- 4 Expectations

Academics:

"I will make an honest effort with all of my classwork and homework."

Self Control:

"I will choose my words wisely and control my body at all times."

Respect:

"I will always treat others as I want to be treated."

Honesty:

"I will always be fair and tell the truth."

Safety:

- **Hallways:** "I will always walk. I will not talk. I will walk head behind head and stay to the right. I will hold the door for the person behind me."
- **Bathroom:** "I will use the bathroom, flush, wash and dry my hands and leave quietly."

- **Assembly:** “I will sit crisscross applesauce with my hands in my lap. I will look at and listen to the person talking. I will clap (not hoot and holler) after a performance. I will raise my hand to talk.”

General 5-8 Expectations

Academics:

“I will complete my work to the best of my ability.”

Self Control:

“I will show self control in all school settings.”

Respect:

“I will show respect to all members of the school community. I will treat the school building and materials with respect.”

Honesty:

“I will always be honest in my interactions with members of the school community as well as in my academics.”

Safety:

“I will act in a manner that ensures my safety as well as the safety of the entire school community.”

Safety:

Students will act in a safe manner in all areas of the School. Students will follow rules and expectations outlined in the Parent/Student Handbook.

Bathroom:

Students are expected to enter the bathrooms, behave appropriately, and leave the bathroom clean. If there is a problem with any toilets, sinks, soap dispensers, paper towel dispensers, and/or trash barrels, students are expected to report this to the teacher they are currently in class with and that teacher will contact the front office.

Students are also expected to report any inappropriate behaviors witnessed in the bathrooms to the teacher they are currently in class with.

Hallways:

Students are expected to behave in the hallways in the following manner:

1. Walk not run
2. Single file formation
3. Stay to the right in hallways and on stairs
4. No talking
5. Hands by sides, holding handrail on the stairs
6. Hold doors for other students and adults

Bus Rules (please see Transportation Section Below)

Field Trips, Before and After School Care

Students are expected to act and behave in the same way that they would in a classroom. All school rules apply.

Dress Code

The BFCCPS dress code applies to all students during school hours and at specified school events. The purpose of the BFCCPS dress code is central to maintain a safe and respectful school environment that is conducive to learning.

Details of the dress code policy can be [found here](#).

Personal Electronic Devices & Toys

Students are not allowed to use any personal electronic devices in school or on school field trips. Electronic devices include but are not limited to: smart watches, MP3 players, Ipod's, cell phones, laser pointers, hand-held games or similar devices. Limited device use can be allowed on the bus, at the discretion of the Assistant Heads of School.

Cell phones must be turned off and stay in the child's backpack throughout the school day. **Violations to this policy will result in confiscation of the electronic device.** After the first offense the device will be returned to the student at the end of the day after a conference with an administrator. After a repeated offense a parent/guardian may be required to pick up the item. If a parent/guardian has the need to contact their son/daughter, they may leave a message with the Office Manager in the School Office.

Fitness trackers that do not have internet capability or screens are allowed, but may be prohibited by the teacher or school administration if they are distracting to individual students or the learning environment.

Novelty items, toys, stuffed animals or trading cards can be distracting to the learning environment, lead to conflict between students, and are not allowed at school. Teachers may make limited and specific exceptions to this rule for special occasions (I.e class reward, pj day) If items are brought to school students will be directed to keep them home, or the item may be confiscated. If confiscated, parents will be asked to pick them up.

Toy weapons of any kind are not permitted in school. Children need to have the permission of the Assistant Head of School to bring in athletic equipment.

Telephone Use by Students

Students may request to use the office phone (or office staff will make the call for them). Students may not use cellphones in school. Violation of use will result in confiscation of the cell phone which must be picked up by the parent at the end of the day.

Enrollment

BFCCPS enrolls a new kindergarten class annually, and backfills positions in each grade level as openings become available. If the total number of students who apply is greater than the number of spaces available, then there will be an admissions lottery that includes all eligible students.

Priority in the lottery is given first to siblings of current students, then to residents in the BFCCPS region, then to residents of Massachusetts outside of the BFCCPS region. BFCCPS region includes: Bellingham, Blackstone, Franklin, Holliston, Hopedale, Medway, Mendon, Milford, Millis, Millville, Norfolk,

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Plainville, Upton, Walpole, and Wrentham. Applicants must be a resident of the Commonwealth of Massachusetts at the time of application to be considered for enrollment, and must reside in the Commonwealth of Massachusetts while attending the school.

Kindergarten entrance age is five by August 31 of the year of entry. BFCCPS will request reasonable proof of age related to this requirement prior to an offer of admission is made.

Any applicant who has not been accepted will be given a waitlist number. Notification of this number will be received by email in March. Students are taken from this waitlist when a position becomes available. Students remain on the waitlist until the end of March of the following year.

Once a student is accepted, they need not reapply as their spot is protected for as long as they attend the school. If a child has not been accepted and is on the waiting list then you will need to reapply from year to year as the waitlist number is not held from year to year.

In order to maintain enrollment status, a student must remain an actual resident of the Commonwealth of Massachusetts. Actual Residence: "Actual residence" is determined by looking at physical presence in the city or town with an intent to remain in the city or town and make it the applicant's home, "the center of [the applicant's] domestic, social and civil life." See *Lydia D. v. Payzant*, No. 03-5847-E, 2003 Mass. Super. LEXIS 471, at *6-7 (Mass. Super. Ct. Dec. 30, 2003). Factors that determine "actual residence" include where the applicant sleeps, where the applicant participates in other activities outside of school, where the applicant attends school, and whether the applicant intends to remain in the city or town and make it his or her home

Up-to-date enrollment information, including applications, Right to Attend Notice, and scheduled enrollment events can be found on our enrollment page <http://bfccps.org/about/enrollment/>.

For a detailed explanation of our enrollment, lottery, and waitlist protocols and procedures, we encourage you to read our Enrollment Policy linked <http://bfccps.org/about/trustees/policies>.

Family Pledge

All new families each year will receive a *Family Pledge*. This pledge outlines the Benjamin Franklin Classical Charter Public School mission and the four pillars on which it was founded. New parents and students are asked to read, discuss, and sign this pledge as their understanding of the school's mission. A copy of the Family Pledge is included in the [School Year Registration on FamilyID](#).

Family Educational Rights and Privacy Act (FERPA)

"The No Child Left Behind Act of 2001 (NCLB) amended the Protection of Pupil Rights Amendment (PPRA) to require that the Department of Education (Department) notify annually each State Educational Agency (SEA) and each Local Educational Agency (LEA) of their obligations under PPRA and under the Family Educational Rights and Privacy Act (FERPA)." This document is available for viewing in our Student Services Office.

Facilities

Fire Drills and Safety Plans

All teachers will explain the procedure for fire and safety drills to the students. Students, teachers, and adult volunteers are expected to leave the building in a silent and orderly manner when the alarm sounds.

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Fire drills will be performed frequently throughout the school year. Bus drills and Lockdown drills, when announced, require all faculty, staff, and students to proceed as instructed.

Asbestos Management Plan

The BFCCPS facility was built as new construction in 2019. It does not contain any asbestos material. BFCCPS maintains an Asbestos Management Plan that states that no asbestos material is present, as required.

Water Testing

BFCCPS follow state guidelines for the monitoring and testing of drinking water in public schools.

Field Trips (Educational Field Studies)

Educational Field Studies are scheduled throughout the school year. Parents will be notified in advance of each trip regarding transportation and entrance fees. Any family needing financial support or scholarship related to a field trip may request that by contacting the Head of School. Teachers and parent volunteers serve as chaperones for students on these trips. Typically, locations of our overnight trips taken by students in Grades 5-8 have included Natures Classroom, Quebec, Canada, and Washington D.C. We have a single Field Trip Form for all in-state trips, and special permission forms for overnight and out-of- state trips.

Food Allergies and Events

It is the goal of BFCCPS to hold events that are safe and inclusive of our student population. We have many students that are diagnosed with Life Threatening Allergies (LTA). In order to provide a safe and inclusive environment for students at school-sponsored events, we will limit the events that provide food based on the procedures set forth in our [Life Threatening Allergies protocol](#), found on the Health Office's website. In order to assist with the planning of school events, BFCCPS has created a Life Threatening Allergy Liaison position at the school. The LTA Liaison is a resource for parents as well as event coordinators to ensure that if food is served at an event, it is done in a way that enables all students to access the event. This is the case for all school sponsored events, regardless of whether or not they happen during the school day, or after school and on weekends. We will communicate who the LTA Liaison is at the beginning of each school year.

Food Services

BFCCPS is a sponsor of the National Child Nutrition Program. This allows us to offer healthy, nutritious breakfast and lunch meals to all of our students.

Breakfast

Students in grades K-8 are eligible to participate in our breakfast program. Breakfast availability is as follows:

Students in Grades 6-8	Students must report to homeroom by 8:20 a.m.
Participating in Before School Care	7:30-8:15 a.m.
Arriving by carline/bus	8:00-8:15 a.m.

Students in Grades K-5	Students must report to homeroom by 9:00 a.m.
Participating in Before School Care	7:30-9:00 a.m.
Arriving by carline/bus	8:45-9:00 a.m.

Snack and Lunch

Students in grades K-8 have snack time in the morning and these snacks are brought from home. Please pack healthy, minimally messy snacks. We want to encourage good snacking and eating habits, and we need your support. We strive to create a safe learning environment for all of our students. Since snack is held in the classroom, there are times when snacks containing certain ingredients may not be allowed. In all classrooms, snacks cannot include any nuts or foods with nut based ingredients. Parents will be notified by the classroom teacher if there are any other foods unable to be brought into a specific classroom. Please remember that this is not a dietary preference, but necessary to protect the health and safety of all students in the classroom.

Students may either bring lunch from home or order school lunch. Lunch is contracted out with an outside food provider for a daily lunch offering. These offerings meet the Federal Nutritional Guidelines for school meals. Lunch order forms are distributed electronically and are available [via FamilyID](#). Students in Grades 1-8 may have nuts or foods with nut based ingredients at lunch, but are prohibited from eating at the allergen-sensitive table. To pre-order lunches, please visit the FamilyID website, and submit your orders electronically. Pre-orders for the following week are requested by 5:00 p.m. on Tuesdays unless otherwise stated. Money can be added to student accounts on the Parent Payment Portal website.

Snacks and lunch should *not* include caffeinated drinks, carbonated drinks, or glass containers. Please support our efforts to promote healthy eating.

If students forget lunches, parents may drop them off in the school office before 10:30 a.m. Please be sure to have your child's name on the bag with their grade and teacher's last name. Late lunches may not be delivered to the classrooms.

School Wide Lunch Expectations

- 1) Students will follow directions the first time they are given.
- 2) Students will use calm, inside voices during lunch
- 3) Students will remain seated during lunch
- 4) Students will work to keep the lunchroom clean.
- 5) Students will be silent during the last three minutes of lunch and during transition.

Students not compliant with recess or lunch rules will lose recess time as a consequence and opportunity to cool off and correct their behavior.

Free lunch: Applications for Free and Reduced lunch will be sent home to all families in the summer for the following school year. They will be available online for the entire school year. You may request a paper version by emailing Marjorie Jarvis at mjarvis@bfccps.org.

Grade Promotion

In grades K-4, students need to be making progress towards, or meeting the standards for, their current grade level in order to be promoted to the next grade. BFCCPS will consider grade retention as a team approach that could include the student's parent/guardian, Head of School, classroom teacher, school psychologist or school counselor, any special education faculty that may be working with that student, as well as the reading and math specialist.

In grades 5-8, a student is required to pass ELA and Math classes in order to be promoted to the next grade. A passing grade is considered a cumulative average of 60% or higher. Students will be given an opportunity to earn a passing grade by attending summer school for all classes in which the student did not earn a passing grade. Students will be provided with a summer school plan that outlines what is necessary to successfully complete their classes during summer school. If summer school classes are not successfully completed, the student will be retained in their current grade.

Grade Acceleration (Double Promotion)

BFCCPS strives to meet the needs of all students within their content and grade area. This is done through a purposeful differentiation of instruction within their grade level curriculum, the use of math and reading specialists to provide enrichment, and partnerships with parents in meeting the needs of all students. In almost all instances, we are able to meet the needs of all types of learners. In very rare incidences, BFCCPS will consider a child for grade acceleration. This is done in partnership with parents, the Head of School, classroom teachers (both in their current grade and the grade the student is being considered for promotion to), school counselor, and any other faculty and staff that may be working with the student. This process also involves an intensive review of the student's academic abilities, as well as their social and emotional maturity and development. The ultimate decision on double promotion lies with the Head of School, and will be determined on what is best for the student academically, socially and emotionally.

Inclement Weather School Cancellation and/or Delay:

BFCCPS will consider the road conditions in our regional districts and towns in determining delays, early dismissal and closures due to early dismissal.

BFCCPS will use SchoolBrains notifications (Email, Phone and SMS Text message) to communicate with families, faculty and staff when school has been cancelled or delayed.

Example of Delays:

	Regular Start Time	1 Hour	1.5 Hour	2 Hour
Before SchoolCare	7:30 a.m.	8:30 a.m.	9:00 a.m.	9:30 a.m.
Grades 6-8	8:15 a.m.	9:15 a.m.	9:45 a.m.	10:15 a.m.
Grades K-5	9:00 a.m.	10:00 a.m.	10:30 a.m.	11:00 a.m.

Bus:

- Buses will be delayed if there is a school delay.
- If your child picks up the bus at 8:35am and there is an hour delay, then your child will pick up the bus at 9:35am.

Band/Chorus:

- Band/Chorus rehearsals are cancelled if school is delayed.

After School Care:

In the case of a severe storm and hazardous road conditions, please allow time for a safe commute and earlier pick-up at the site. There are rare instances that the Benjamin Franklin Classical Charter Public School may close early. In that event, our After School Care program will stay open for two hours after the students have been dismissed. For example, if the emergency early dismissal time is 11:30 a.m., After School Care will remain open until 1:30 p.m.. A BFCCPS staff member will attempt to contact you via email or phone advising you of this situation.

In the instance of an extreme weather situation that does not require BFCCPS to have an emergency early dismissal, we may advise you that After School Care is closing at 4:00 p.m. and to come pick-up your child. You may wish to have an authorized adult, someone on your emergency form, take your child home. Please make arrangements for this ahead of time, as we will only release your child to an authorized adult. Please be certain you list people on the emergency forms who can help you. Again, make certain you or a designated adult can address this situation.

Lockers and Cubbies

Students in Grades K-3 have cubby storage for their personal items outside of their classroom. This space is shared between two students.

Students in Grades 4-8 are assigned a shared hall locker. Lockers are closed but do not lock, and students are not permitted to use their own lock.

Money and Valuables

When you send money to school, please put it in an envelope and label it with the name of your child, the teacher, the amount, and the purpose. We encourage students not to bring items of monetary or personal value to school unless the teacher has requested it (show and tell, student of the week, etc.). All checks should be made out to BFCCPS, unless otherwise indicated.

Movie Policy

All movies must correlate to the curriculum. Movies shown in Grades K-8 will be rated G or PG. In the event a movie ties to the curriculum but is rated PG-13, a communication will be sent to parents explaining the educational purpose of the specific movie. Parents have the option to opt their child out of watching a movie that is rated PG-13, but must inform the school prior to the day the movie is scheduled.

Non-Violent Crisis Intervention

Restraint Prevention, Behavior intervention, and Physical Restraint

Policy and Procedure

The Benjamin Franklin Classical Charter Public School (BFCCPS) complies with the Department of Elementary and Secondary Education (DESE) restraint regulations, 603 CMR 46.00, which should be read in its entirety. These Policies are set forth to make sure school personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

Nothing in 603 CMR 46.00 precludes any 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.

Restraint Prevention

Restraint prevention involves the entire BFCCPS community. BFCCPS has proactive strategies in place to engage parents, staff and students in creating a safe school environment.

Community Engagement

The Mission of BFCCPS and the guiding precept of Character Education that runs through the curriculum, and governs the interactions of students, teachers, staff, parents, guardians, and volunteers are designed to actively engage community members in maintaining a safe school environment and in preventing restraint. Each member of the school community has a role.

Families, staff and students should all be made aware of and support the virtues that form the foundation of our school community: Prudence, Fortitude, Temperance and Justice. They should also be aware of and adhere to the school rules and codes of conduct, as well as district policies and procedures which are communicated in student, family, and employee handbooks.

Students at BFCCPS are encouraged to adhere to the Student Statement: "As students at BFCCPS we will do our best to show good character at all times. We will build a respectful, safe, and positive learning environment. We strive to be courageous when faced with challenges, temperate in our actions, wise when faced with difficult decisions, and just and compassionate in our dealings with people. This is who we hope to be, even when no one is looking."

Community members are encouraged to view regular communication as an important tool to facilitate a positive and safe school environment.

The BFCCPS Administration and Mental Health Team (School Social Worker, School Psychologist, School Counselors, School Nurses) work together with families, outside clinicians, and as appropriate with other State agencies and local police to communicate about students who are at risk for violence, self-injurious behaviors or suicide. Safety plans are put in place as

appropriate, including individual crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student.

Behavioral Interventions

Staff should consider a variety of behavioral interventions that may be effective in de-escalating the student. Whenever there is a behavior support plan in place for a student, staff should defer to the specific interventions outlined in the behavior plan. Staff should be familiar with their students' behavior support plans, individualized education programs (IEPs), and/or 504 accommodation plans, and the interventions and accommodations recommended in those documents. No written Behavior Plan or Individualized Education Program (IEP) may include "physical restraint" as a standard response to any behavior.

Behavior Interventions may include:

- Offering choices of activities
- Reducing the demands/amount of work expected (without removing the expectations entirely)
- Reminding student of reinforcers available for engaging in appropriate behaviors (e.g. first work, then you can read)
- Prompting the student to use functional language to communicate their feelings or needs (e.g. if you are frustrated you can tell me "I need a break")
- Using the "wait strategy"; limit use of verbal language, while still visually monitoring the student at all times, and wait until the student shows signs of calming before they attempt to talk to the student.
- Time out

Time Out

Time-out is a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student: Temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. Any student removal from the instructional area due to escalated behaviors is considered to be a "time-out".

Time out can be either Inclusionary or Exclusionary.

- Inclusionary Time-Out: is a behavior support strategy that allows the student to remain fully aware of the learning activities of the classroom. This can include: "planned ignoring," asking students to put their heads down, or placing a student in a different location within the classroom (this does not include walled-off "time-out" rooms located within the classroom).
- Exclusionary Time-Out: is a behavior support strategy that includes the removal of a student from the learning environment. This should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom. Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring. Exclusionary time-out cannot include the use of a locked door. Closed

doors are permitted as long as staff are able to continuously monitor the student at all times. Time-out shall cease as soon as the student has calmed. If an exclusionary time-out period lasts 30 minutes, the head of school or her/his designee must approve the continuation of time-out based on the student's continuing agitation. The time-out procedure should include seeking head-of-school approval prior to the 30 minute time frame in order to proceed with the time-out. The space for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.

Physical Restraint

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

Physical restraint should only be used as a last resort when no other safe alternatives can be used. Alternative interventions to restraint, such as those described above, must be considered and attempted. Physical restraint may not be used as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious, physical harm. Physical restraint may only be used when: 1) A student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and, 2) The student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or 3) Such interventions are deemed to be inappropriate under the circumstances.

Physical Restraint Prohibitions:

- **Medication or Chemical restraint** - The administration of medication for the purpose of limiting the student's freedom of movement is prohibited.
- **Mechanical restraint** - The use of a physical device to restrict the movement of a student or the movement or normal function of a portion of his/her body and does not include a protective or stabilizing device ordered by a physician is prohibited.
- **Prone restraint**- Prone restraints are prohibited except where permitted in 603 CMR 46.03 (1)(b); unless an in-depth trained staff member judges that such a method is required to provide safety for the student or others present AND prior consent is obtained for the prone restraint.
- **Seclusion**- The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving is prohibited. Seclusion does not include a time-out as defined in 603 CMR 46.02.
- **Any use of restraint not consistent with 603 CMR 46.00** is prohibited.

Physical Restraint Requirements:

- Physical Restraint may only be administered by school personnel who have received the required training.
- Only the amount of force necessary to protect the student and others may be used.

- The safest method of restraint must be administered.
- Be aware of a student's individual medical and psychological considerations.
- Physical Restraint must be terminated:
 - as soon as the student is no longer an immediate danger to himself or others;
 - if the student indicates he or she cannot breathe;
 - the student is observed to be distressed (difficulty breathing, prolonged crying or coughing); or
 - the restraint lasts longer than 20 minutes, unless the principal has been made aware of the situation and approves continuation of the restraint.

Emergency Intervention

The Restraint Regulations do not prevent a teacher, employee or agent of the School from using reasonable force to protect students, other persons or themselves from assault or imminent serious harm or from restraining students as otherwise provided in the Regulations. If faced with an emergency school personnel should:

1. Use only the amount of force necessary to move or contain the student and prevent injury or harm to the student or others.
2. Move the student to a close-by safe, protected area. This area should be free of breakable materials or materials that could be thrown.
3. Have someone call for a member of the Restraint Team.
4. If possible, have a partner help you escort the student and then remain with you and the student until the Restraint Team member(s) arrive.

Training

At the start of each school year, all staff receive training with respect to the school's restraint policy, including restraint prevention, behavior intervention, physical restraint prohibitions and requirements, and considerations regarding administering physical restraint in accordance with known medical or psychological limitations and/or behavioral intervention plans applicable to an individual student. Additionally, the School identifies specific staff to serve as School-wide resources to assist in ensuring proper administration of physical restraint. These individuals participate in in-depth training with respect to restraint and implementation of the Regulations.

Reporting

Administrative Notification

Any instance of restraint must be reported verbally to the head of school/principal by the staff member/s involved in the restraint as soon as possible after the event, and by written report no later than the next working school day. If the head of school/principal has administered the restraint, the principal shall prepare the report and submit it to the executive director for review. The written report shall include information as required in 603 CMR 46.06(4). A log of all physical restraints is kept by the principal. Copies of the Physical Restraint Incident Report are kept in the head of school/principal's office.

Parent Notification

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The head of school/principal must inform the student's parent/guardians verbally within 24 hours of the incident, and notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. The written restraint report must be provided to the parent or guardian in the language in which report cards and other necessary school related information are customarily provided.

DESE Notification

For any restraint that resulted in injury of anyone involved, the head of school/principal shall send a copy of the written report to DESE postmarked no later than three school working days of the incident. The principal shall also send the Department a copy of the record of physical restraints maintained by the principal for the 30-day period prior to the date of the reported restraint.

BFCCPS shall collect and annually report data to DESE regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

Review of Data

Restraint data is reviewed weekly by the Principal to identify students who have been restrained multiple times in a week. In cases where a student is restrained multiple times during the week, the Principal or designee will convene a review team to assess the student's progress and needs.

Restraint data is reviewed monthly by the principal to identify patterns consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

Follow-up procedures for restraint include the reporting requirements set forth above; reviewing the incident with the student, parents and staff; and consideration of whether follow-up is appropriate for students who witnessed the incident.

Complaints and Investigations Regarding Restraint

Complaints and investigations regarding restraint practices are coordinated by the head of school. For additional information, contact:

Problem Resolution System Office Massachusetts Department of Elementary and
Secondary Education
75 Pleasant Street, Malden, MA 02148-4906

Definitions

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

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

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

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

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

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out as defined in 603 CMR 46.02.

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

No Smoking Policy

BFCCPS and the Commonwealth of Massachusetts prohibit the use of any tobacco products within the school building, on school grounds, or aboard school vehicles (including buses) by any individual including students, staff, school personnel, parents, or visitors.

Overnight Field Trips

Overnight field trips are an important part of our curriculum in Grades 5-8. These trips provide students with valuable opportunities to build relationships with students in their class, as well as actively participate in curricular learning. We encourage all students to participate in these extended learning opportunities.

Students must meet certain criteria in order to attend these field trips. They must be in good academic standing, attend school on a regular basis, and have the ability to represent our school with good behavior and character befitting a BFCCPS student. In light of this, students who have exceeded fifteen (15) absences in a school year or who are failing a core academic subject (ELA, Math, Science, Social Studies, Science), or who have not been able to consistently show positive behavior, may not be able to attend the overnight field trips. When possible, BFCCPS faculty, staff and administrators will work together with students and parents on an improvement plan in order for the student to be able to attend these trips.

If the goals of that improvement plan are not met, the student will not be permitted to attend overnight field trips, and instead, will be expected to attend school on those days in order to receive academic support or tutoring. If the student does not attend school on these days, they will be considered absent from school.

Parking

The school parking lot can accommodate 200 vehicles. Parent traffic is one way, and directed to stay to the right proceeding around the building to the main parking lot in the back of the property. Traffic and parking is prohibited in the front of the school which is set aside for bus traffic.

Handicap parking is labeled and available in the main parking lot, and parking alongside of the gymnasium side of the school.

Vehicles parked illegally, unsafely or blocking the operation of the school will be towed at the owner's expense.

Religious Observances

Students are permitted to be absent from school BFCCPS's schedule conflicts with religious holidays. Parents are asked to inform the classroom teacher in writing when an absence is the result of a Religious Observance.

Rights of Non-Custodial Parents

The rights of non-custodial parents to information concerning their children is governed by Massachusetts General Laws, Chapter 71, Section 34H. A non-custodial parent is eligible to receive information (report cards, progress reports, meeting notices, referral to special education for evaluation notification, attendance issues, suspension and expulsions and other information not specified) unless said parent has

been denied legal custody based on a threat to the safety of the child or to the custodial parent; who has been denied visitation; who has been ordered to supervised visitations, or as a result of the existence of a temporary or permanent protective order (restraining order).

A parent eligible to receive information must submit a written request to the Head of School. The initial request should include: a certified copy of Probate Courts order or judgment relative to custody and indicating the requesting parent has not sought and denied shared legal custody.

Upon receipt of a request for information, the Head of School shall immediately notify the custodial parent of receipt of the request. Notification must be in English and the family's native language and sent by registered first class mail. The notification shall inform the custodial parent that the information requested shall be provided to the requesting parent after twenty-one (21) calendar days unless the custodial parent provides to the Head of School documentation of any court order prohibiting contact with the child or the distribution of information of the child.

In subsequent years should the non-custodial eligible parent request information the Head of School must immediately notify the custodial parent of the request.

School Pictures

School pictures are taken each year and are offered to families for purchase. Parents are under no obligation to purchase portraits. Any parent who does not want their child photographed for any reason should notify the school. Portraits are taken free of charge for the school yearbook.

Throughout the year pictures from the school day and school events may be published on our website, in Ben's Buzz, on teacher webpages, or school publications such as, but not limited to, the Yearbook, School Calendars, student newspaper, enrollment materials or the school's social media accounts etc. From time to time, your child's name and/or photo might be considered for publication and display intended for school use throughout our community.

Periodically BFCCPS receives coverage in local media. This may mean photographs of our school and students being published and used outside of the typical school use, and intended for a community wider than our school community. This may include newspaper, television, radio, or external websites.

Please note that BFCCPS does not control the disclosure or sharing of photographs or video taken by participants or spectators at events or locations that are open to parents, or at community events which may include external media.

To the extent that BFCCPS controls media access during school hours, it will deny the media access to photograph, video record, or broadcast likenesses of any student whose parents have opted out. Parents who would like to opt their student(s) out of media use can do so using the annual student registration form via FamilyID.

School Policies and By-laws

All School Policies and By-Laws are available on the Trustees section of our website or by clicking [here](#).

Student Records

Student Record Regulations apply to all information kept by the school on a student in a way that the student may be individually identified. The regulations divide the record into two parts: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course title, grades and grade level completed. The transcript is kept by the school for at least sixty (60) years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. The record may include such things as standardized test results, evaluations and comments by teachers, disciplinary records, and other information. The temporary records are destroyed no later than seven (7) years after the student leaves the school system.

Inspection of records: A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within two (2) days after the request, unless the parent or student consents to a delay. The parent and eligible student (14 years or older) have the right to receive a copy of any part of the record.

Confidentiality of Record: Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

Amendment of Record: The parent and eligible student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and eligible student have a right to request that information in the record be amended or deleted.

Destruction of Records: The regulations require school officials to destroy a student's temporary record within five (5) years after the student transfers, graduates or withdraws from the school system. School officials are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Access of Third Parties: Except for the provisions of 603 CMR 23.07(4)(a) through 23.07(4)(h), no third party shall have access to information in or from a student record without the specific, informed written consent of the eligible student or parent. When granting consent, the eligible student or parent shall have the right to designate which parts of the student record shall be released to the third party. A copy of such consent shall be retained by the eligible student or parent and a duplicate placed in the temporary record.

Testing

Dynamic Indicator Basic Early Literacy Skills (DIBELS)

This is given to Grades K-2 three times a year to measure early literacy skills.

Measures of Academic Progress (MAP)

Three times each year students in Grades K-8 take the MAP Growth assessment in both reading and mathematics. This online, adaptive assessment allows teachers to understand exactly which skills (by grade level and standard) students need support with to excel academically.

Massachusetts Comprehensive Assessment System (MCAS)

As mandated by the state of Massachusetts, BFCCPS students take the MCAS tests. These computer-based tests are given during April and May to students in Grades 3-8. All students in these grades will take a test in English Language Arts and Mathematics, while students in Grades 5 and 8 will additionally take a test in Science & Technology/Engineering. Scores from the tests given in the Spring are released to parents as soon as possible after they are received by the school the following fall.

Response to Intervention (RTI)

BFCCPS is committed to ensuring that all students have the support that they need to be academically successful. To this end, classroom teachers and specialized interventionists meet throughout the year to analyze student data and determine which students might benefit from greater-differentiated instruction in reading and mathematics. Using data from MAP Growth and other classroom assessments and observations, the team decides on an appropriate goal or goals for each student. The student is then provided with targeted, small group or individual instruction based around their goals by both their classroom teacher and a math or reading specialist. The student's progress is monitored over a 6-8 week period to make sure that they are being best served and any necessary adjustments can be made. At the end of each progress monitoring cycle, the team reconvenes to reevaluate intervention determinations based on up-to-date data.

Transportation

Transportation Expectations

Responsibilities of parent/guardian for bus transportation

Morning drop off at the bus stop

Please have your children at the bus stop ten (10) minutes before the bus's designated time of arrival. Bus routes and pick-up/drop-off times are approximate and based on enrollment, and buses can run a bit early or late on any given day. Parents are cautioned that buses may run late during the first few weeks of school each year as drivers and families acclimate themselves to new schedules, new routes, in some cases a new school.

As the bus approaches, line up at least six feet off the roadway and do not approach the bus until it has stopped. Once the safety arm has been extended, the door is open, and the driver has indicated that it is safe to cross, students may board the bus. Supervise proper conduct of your children while going to the bus stop and while waiting at the bus stop.

In no case will the bus stop along a highway, road, main thoroughfare or at an undesignated stop to pick up children who failed to get to the stop on time. Please do not follow the bus or try to flag down the bus because you missed the designated stop.

Afternoon pick up at the bus stop

All parents/guardians must be at the bus stop on time to pick up all their students regardless of age/grade of the student.

Students are only allowed to ride their own school bus. Students who ride the bus are not allowed to ride another bus to visit a friend, attend an event, etc. Parents will have to make other arrangements for play dates, activities, study groups and such.

If a parent/guardian is not at the designated bus stop in the afternoon, and the student is returned to school this will result in a violation.

Parent/Guardian Violations

The progressive consequence for parents/guardians who fail to comply are as follows:

- First violation: a verbal or written warning shall be sent from school administration or their designee to the parents/guardians. The parents/guardians will be notified of the consequences for additional violations, as laid out below

- Second violation: a student's bus privileges may be revoked for one to three school days and parents shall be so notified by the school administration or their designee
- Third violation: a student's bus privileges may be revoked for three to five school days and parents shall be so notified by the school administration or their designee
- Subsequent violations: a student's bus privileges may be revoked for the remainder of the year and/or a 51A will be filed with the Department of Children & Families

Please note: School Administration reserves the right to use their discretion in terms of bus consequences due to the nature and/or extent of the infraction – even in the event that it is a first violation of the policy.

Responsibilities of students for bus transportation

The bus is an extension of the school day; with this in mind all rules that apply in school, apply on the bus. Bus transportation is a privilege and comes with the responsibility of proper conduct. All students must be respectful to each other, the bus they are riding, and the bus driver. The expectations for proper bus conduct include but are not limited to:

- Children will only be allowed to ride their regular assigned bus. If a child is to visit a friend, he/she will have to make other transportation arrangements.
- Be on time for the bus! You must be at your stop 10 minutes before the time at which the bus usually arrives.
- As the bus approaches, line up at least 6 feet off the roadway and do not approach the bus until it has stopped, the safety arm has been extended and the driver announces “it is clear, you may cross” with a thumbs up and she/he has opened the door. Please do not push others in line, be respectful.
- Board the bus quickly and be seated with your backpack on your lap.
- All students are to remain seated on the bus at all times; changing seats are not allowed.
- No student shall prevent another student from occupying a seating space.
- Listen carefully and obey any directions issued by the bus driver.
- Eating and drinking of any beverage on the bus is not allowed!
- Extending your arms or any part of your body out of the windows is prohibited.
- Throwing any object inside or out the windows is prohibited.
- Avoid shouting and other excessive noise that may distract the driver and lead to a serious accident.
- Please keep the bus clean; throwing litter on the bus is not allowed.
- Be courteous to other students.

- When arriving at your bus stop or at school, do not leave your seat until the bus has come to a complete stop. Leave the bus quickly but in a courteous manner without pushing other students.
- School projects, sports equipment or large musical instruments that may result in blockage of aisles are not to be brought on the bus. Other arrangements must be made. However, if any of those items will not interfere with the safe operation of the bus can be transported on the bus but with the approval of the bus driver.
- Live animals are not allowed on the bus.
- Weapons of any sort, including facsimiles and toys, cannot be transported on a bus.

Student Bus Violations

The progressive consequence for students who do not meet bus behavior expectations are as follows:

- First violation: a verbal or written warning shall be sent from school administration or their designee to the parents/guardians. The parents/guardians will be notified of the consequences for additional violations, as laid out below
- Second violation: a student's bus privileges may be revoked for one to three school days and parents shall be so notified by the school administration or their designee
- Third violation: a student's bus privileges may be revoked for three to five school days and parents shall be so notified by the school administration or their designee
- Subsequent violations: a student's bus privileges may be revoked for the remainder of the year and/or a 51A will be filed with the Department of Children & Families

Please note: School Administration reserves the right to use their discretion in terms of bus consequences due to the nature and/or extent of the infraction – even in the event that it is a first violation of the policy.

Franklin Transportation

Franklin residents who attend BFCCPS are eligible to ride the Town of Franklin school transportation system.

Pay to Ride and Bus Passes

The Pay to Ride application is available at the Town of Franklin Transportation office at the Franklin Municipal Building on East Central Street. All pay to ride students will be issued bus passes at the beginning of the school year. Students must show their pass to the bus driver to identify them as eligible to ride. In the event that a child loses their pass, a new pass can be purchased at the Franklin Transportation Department for \$5.00. Please note the following requirements to ride the school bus:

- All students in Grades K-6 who reside more than 2.0 miles from our school will be bussed at no charge.
- Students in Grades 7 and 8 are not eligible for free bussing.

- Students in Grades K-8 who do not qualify for bus transportation (under 2 miles or Grades 7 and 8) pay to ride for a fee per year per child. If any student rides the bus only one way, there will not be a prorated fee.
- There is a provision for free and/or reduced transportation fees for parents who meet federal income guidelines.
- Any questions regarding this policy please call the Franklin Transportation Department (508)-553-4815.

Bus Stops

All bus stops are determined by Holmes Bus Company of Norfolk. Bus stops cannot be changed without permission by the Franklin School Department of Transportation. A child may be required to walk up to one-half mile from their home to their bus stop.

Students in grades K-2 will only be allowed off the bus when a parent/ guardian is present at the stop or has been given permission to walk home from the stop with an older sibling. If a parent/guardian or older sibling is not available at the stop, the driver will bring the student back to school.

Behavior of students at the bus stop is the responsibility of their parents.

Regional Transportation

Any BFCCPS student who does NOT reside in the Town of Franklin (but is part of our regional system) is eligible for bussing. Our regional system consists of Bellingham, Norfolk, Plainville, Wrentham, Milford, Medway, Millis, Blackstone/Millville, Mendon/Upton, Walpole, Hopedale and Holliston.

Bus stops are located at designated areas and are evaluated every year. Busses cannot physically go to each town or home to pick up students but can have centrally located stops to accommodate most students.

Students in Grades K-2 will be dropped off at their stop only when a parent/guardian is present at the stop and if it is a single stop. If said parent is not available at the stop, the driver will bring the student back to school. *It is imperative, for the safety of your child, that you be present at your child's bus stop.*

Behavior of students at the bus stop is the responsibility of their parents. All students need to be outside their car before the bus approaches the stop in the morning. This bus drives a long distance and needs to get your child to school on time. Please be vigilant and have your child ready to board the bus.

All bus rules stated above apply to all regional transportation students.

Please see our [Regional Transportation Policy](#) for information on setting bus stops, requesting changes, bus rules and discipline.

Bicycles

Children are allowed to ride their bikes to school with parent permission. Interested parents and students should contact the Assistant Head of School prior to riding their bike to school to review safety expectations and location to store bicycles. All bikes must be locked. BFCCPS is not responsible for theft

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or vandalism. Children must wear helmets. All helmets must accompany the student into school. Helmets are not to be left with the bikes. Please note, BFCCPS is located on a private way. Financial Park does not have sidewalks and is also home to several businesses and a large shipping and delivery warehouse.

Visitor and Volunteer Identification

All visitors to BFCCPS during school hours must use a buzzer to gain access to the school building. Visitors must identify themselves by name and indicate the purpose of visit. All visitors must report directly to the main office to sign in and receive a visitor badge in order to pass in the hallways. All visitors and volunteers must enter through the door near the central office. The double doors at the end of the courtyard are locked during the day. Faculty and staff may approach visitors who are not properly identified. This is important for the safety of our students. Visitors must sign out at the conclusion of their visit.

If parents wish to visit a classroom, they should contact the classroom teacher directly to arrange a time that will be maximally beneficial to the parent and minimally disruptive to the classroom routine.

Alumni and students who have transferred to other schools are not allowed to visit during the school day, but can arrange to visit faculty by appointment beginning at 3:05. Alumni must follow visitor procedures.

Voluntary Leadership

The importance of parent volunteers in the life of the school cannot be overstated. The school cannot thrive without active parent volunteers. The school kindly asks that each parent volunteers, if possible, at least once during the year. There are volunteer opportunities to accommodate virtually all parent schedules. Parent volunteers support a wide range of activities, many under the umbrella of the Parent Community Organization (PCO).

In addition, parents provide invaluable volunteer support as lunch and recess volunteers, as classroom volunteers, as chaperones for field trips, room-parents, library volunteers or as members of Board Committees.

The PCO (Parent Community Organization)

The Benjamin Franklin Classical Charter Public School Parent Community Organization (BFCCPS PCO) is an all-volunteer parent organization that supports our school by organizing and funding educational and social programs that enrich student experiences and foster a sense of community among all families and staff.

Our mission is to enrich the educational and interpersonal experience of students, while fostering a sense of community and commitment. Initiatives will be achieved through focused committees, fundraising and volunteer efforts and will be mindful of our pillars and mission.

The BFCCPS PCO sponsors the Arts Enrichment Program and coordinates an extensive array of community building activities that include, but are not limited to, Student Banking, Book Fair, Spirit Wear, Dine-Out Nights, Family Socials, Family to Family, Picture Day, Teacher Appreciation, Teacher Grants, and Yearbook.

Please visit the BFCCPS PCO webpage at www.bfccps.org to learn more. We would love to have you participate in any way you are able and interested. We can also be reached at pco@bfccps.org if you have any questions, ideas and/or feedback.

The Foundation

The Benjamin Franklin Educational Foundation, Inc. is a non-profit organization whose sole purpose is to support the Benjamin Franklin Classical Charter Public School. The Foundation's focus has been on developing and coordinating the construction process that resulted in the new school facility at 500 Financial Park. The Foundation continues to support the school's capital investments including future enhancements and maintenance to the school facility.

Criminal Offender Record Information (CORI) Reports

The Commonwealth of Massachusetts requires all schools to conduct criminal background checks (CORI) every three years on current and prospective employees, volunteers, school transportation providers, and others who may have direct and unmonitored contact with students. All parents who wish to volunteer or chaperone school activities are required to complete an authorization form for a CORI check. Parents are asked to make an appointment with Deb Schwab to complete a CORI prior to the day of a field trip, volunteering. Classroom visits do not require a CORI check.

BFCCPS Incident Report Form

Name of reporter/person filing the incident report:

Check whether you are the: Target of the behavior Reporter (not the target)

Check whether you are a: Student Staff member (specify role) _____

Parent Administrator Other (specify) ____

Your contact information/telephone number: _____

If student, state your School: _____ **Grade:** _____

If staff member, state your School or Work site: _____

Information about the Incident:

Name of Target (of behavior): _____

Name of Aggressor (Person who engaged in the behavior): _____

Date(s) of Incident: _____ Time(s) When Incident(s) Occurred: _____

Location(s) of Incident (be as specific as possible): _____

Witnesses (List people who saw the incident or have information about it):

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Name: _____ Student Staff Other _____

Describe the details of the incident (Including names of people involved, what occurred, and what each person did and said, including specific words used). Please use additional paper if necessary.

Signature of person filing this report: _____ **Date:** _____

(Note: Reports may be filed anonymously.) **Incident report should be given to Dr.**

Jeff Levering (K-4) or Mr. Mike Giroux (5-8).

Signature: _____ **Date:** _____