



Benjamin Franklin
Classical Charter

PUBLIC SCHOOL

Welcome

August 2012

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 child/ren as a nationally recognized School of Character.

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 (the Pink Sheet sent to you electronically), and monthly "Scope and Sequence" 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. The monthly curriculum/community service/character education, *Scope and Sequence*, you will receive on the first Thursday of every month. Please read these publications as they will provide the communication you will need for a successful school year.

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
Head of School

Joseph Perna
Assistant Head of School

BFCCPS School Personnel

Central Office Staff		
Head of School	Mrs. Heather Zolnowski	ext.101
<i>Administrative Assistant to the Administration</i>	Mrs. Deb Schwab	ext.103
Assistant Head of School	Mr. Joe Perna	ext.126
Director of Student Services	Mrs. Patricia Fairbanks	ext.124
<i>Administrative Assistant to Student Services</i>	Mrs. Beth O'Neill	ext.133
<i>Office Manager</i>	Ms. Ellen Fallon	ext.100
<i>Bookkeeper</i>	Mrs. Suzanne Graham	ext.132

Homeroom Faculty-voice mail only!		
<i>Kindergarten</i>	Mrs. Tricia Tagen	ext. 107
	Mrs. Laura Jumes	ext. 109
<i>First Grade</i>	Mrs. Robin Heroux	ext. 108
	Mrs. Jean Marie Sette	ext. 110
<i>Second Grade</i>	Mrs. Elizabeth Henderson	ext. 122
	Mrs. Susan Weidman	ext. 121
<i>Third Grade</i>	Mrs. Ann Marie Palmenr	ext. 125
	Mrs. Kathy Urkevic	ext. 128
<i>Fourth Grade</i>	Mrs. Joanne Schaefer	ext. 129
	Ms. Susan Davis	ext. 123
<i>Fifth Grade Humanities</i>	Mrs. Janine Bartsch	ext. 119
	Mrs. Kathleen Bien	ext. 120
<i>Sixth Grade Math/ Science</i>	Mr. Artur Duque	ext. 118
	Mrs. Marjorie Ward	ext. 116
<i>Sixth Grade Humanities</i>	Ms. Jennifer Kelly-Hollis	ext. 113
	Ms. Melissa Hertizlce	ext. 112
<i>Seventh/Eighth Grade English</i>	Mr. Ed Callahan	ext. 115
	Mrs. Beth DiMartino	ext. 111
<i>Seventh/Eighth Grade Science</i>		
<i>Seventh/Eighth Grade History/ Geography</i>		
<i>Seventh/Eighth Grade Math</i>		

Student Services		
<i>Inclusion Teachers</i>	Ms. Lisa Weeden	ext. 221
	Mrs. Ann Ahnert	ext. 219
	Mr. Matthew Velky	ext. 215
<i>Speech Therapist</i>	Mrs. Kristin North	ext. 135
<i>Occupational Therapist</i>	Mrs. Lisa Fisher	ext. 135
<i>Special Education Aides</i>	Mrs.	ext. 113
	Mrs. Susan Lariviere	ext. 213
	Mrs. Lisa Lockhart	ext. 222
	Mrs. Amie Murou	ext. 120
<i>School Psychologist</i>	Mrs. Kristin Corcoran	ext. 223

Fine and Performing Arts Department		
<i>Fine and Performing Arts Director Instrumental Music (Woodwind Specialist) K-4 Music</i>	Mr. Ben Benjamin	ext. 106
<i>Chorus</i>	Mrs. Ruthlaine Monty	ext. 212
<i>5-8 Core Music/Instrumental Music (Brass and Percussion Specialist)</i>	Mr. Christopher Heater	ext. 134
<i>K-8 Art</i>	Ms. Andrea Wolfe	ext. 136

Departments		
<i>Physical Education</i>	Mrs. Margie Burke Mrs. Diane Simpson	ext. 201 ext. 209
<i>Webmaster & Technology Coordinator and Support</i>	Mr. Luke Callahan	ext. 117
<i>Tech/Library</i>	Mr. Richard Stemple	ext. 130
<i>French</i>	Mme Laurie Canning (K-5) Mme Mireille Malouf (Grades 6-8)	ext. 216 ext. 127
<i>Latin</i>	Dr. Sandra Perry (Grades 3-8)	ext. 204
<i>Math Specialist</i>	Mrs. Kathleen Joyce	ext. 211
<i>Reading Specialist</i>	Mrs. Karen LaPlaca	ext. 218
<i>Reading aide</i>	Mrs. ext. 130	
<i>Math aide</i>		
<i>School Counselor</i>	Ms. Joelle Sobin	ext. 104

<i>Kindergarten Aide</i>	Mrs. Sandra Frongillo Mrs. Angela Sheerin	ext. 203 ext. 223
<i>First Grade Aide</i>	Mrs. Donna Maurer Mrs. Pamela O'Brien	ext. 207 ext. 202
<i>Second Grade Aide</i>	Mrs. Ann Fox	
<i>Third Grade Aide</i>		

<i>School Nurse</i>	Mrs. Anna Ng	ext. 105
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<i>School Maintenance</i>	Mr. Mike Marcou	ext. 220
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<i>Lunch</i>	Mrs. Cindy Sarapas	ext. 214
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Contacting the school

Address	201 Main Street, Franklin MA 02038	
Main Office	508-541-3434 (ext. 100) Fax: 508-541-5396	
Web Site	www.bfccps.org	
E-mail	First initial of first name + full last name + @bfccs.org For example Heather Zolnowski = hzolnowski@bfccps.org	

School	Timetable
Before School Care	7:30am-8:45am Daily

Kindergarten-Grade 5	8:45am-3:00pm Daily
Grade 6-Grade 8	8:15am-3:00pm Daily
Symphonic Band Practice	7:30am-8:15am Monday & Wednesday
Wind Ensemble Band Practice	7:30am-8:15am Tuesday & Thursday
Concert Band Practice	8:00am-8:45am Friday
Chorus Rehearsal	7:30am-8:15am Tuesday & Thursday

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Statement of Non-Discrimination

The Benjamin Franklin Classical Charter Public School does not discriminate based on race, religion, color, national origin, disability, gender, sex, political belief, marital family status, or sexual orientation.

English as a Second Language

If you need this document or any other information from the school translated, please contact the school office at 508-541-3434 ext 100.

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 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 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 HOS.
- C. The 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 Principal/Superintendent may offer the student the opportunity to respond to the report.
- D. The 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 Principal/Superintendent 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 Principal/Superintendent 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 HOS shall inform students in writing at the beginning of each school year of this practice. The HOS should keep record of such searches, detailing time, place, reasons, and witnesses.
- J. Upon notification from the HOS, police shall respond in cases of mandatory reportable acts and may respond in other cases.

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

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.

Mission and History

The school's mission, as adopted by the Board of Trustees, is "to assist parents in their role as primary educators of their children by providing the children with a classical academic education coupled with sound character education and opportunities for community service."

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 charter was renewed in 2000, 2005, and 2010.

Four Pillars

The Pillars at BFCCPS: Character Education

Defining Principles

1. Character Education is taught primarily through the core virtues of Justice, Temperance, Prudence, Fortitude, and their subvirtues.

2. Members of the BFCCPS Community (students, parents, teachers, staff, administrators, etc.) strive to live a life that demonstrates good character and models that character for others.
3. Character Education instruction is integrated across the curriculum and across the four pillars in both formal and informal ways, using a common language throughout grades K-8.
4. Character Education is taught and practiced using a variety of methods, which may include the following:
 - examining role models and themes from history and literature
 - teaching social skills that demonstrate respect for others
 - role-playing to practice virtuous behavior
 - using books, songs, and video to help students discuss and visualize situations requiring careful reflection, good decision-making and right actions
 - holding class meetings with specific emphasis on listening to others and solving class problems that arise
 - giving brief character talks on the virtue/sub-virtue in focus
 - using character education journals, where students write definitions, illustrations, stories, goals, and personal reflections
5. BFCCPS regularly enhances its repertoire of resources to achieve the objectives of the Character Education program.
6. Students are recognized publicly at grade-level assemblies for showing virtuous behavior.
7. The entire BFCCPS community focuses on the same virtue each month.

Background

*Character Education is about helping students
know the good, love the good, and do the good.*

Aristotle (and many others after him) said that without good habits, people can never be truly happy. For social, moral, civic, and personal reasons, parents and teachers have a responsibility to help students develop good habits. That's really what a virtue is: a good habit. A virtue is not a point of view or a matter of what we like or dislike; a virtue is a positive character trait.

The founders of BFCCPS chose to focus on four core virtues, historically known as the "cardinal virtues": Justice, Temperance, Fortitude, and Prudence. Within each of these virtues, there are related subvirtues. For example, Justice encompasses respect, kindness, and fairness. Prudence includes wisdom, honesty, and integrity. Fortitude involves courage and determination. Courtesy and self-control are aspects of Temperance.

Overview

Our approach to learning about virtues was inspired by Benjamin Franklin. In his autobiography, Franklin recorded his daily attempts to improve on one isolated virtue a week. He had chosen thirteen virtues on which to concentrate, and he focused on a different one every week, recording situations and his responses to them as well as his own initiatives pertaining to the particular virtue. He tried this approach because he knew that virtue is acquired through good habits, practiced daily. He felt that focusing on each one in turn would allow him to see his strengths and weaknesses in relationship to his articulated virtues. At the end of his life, Franklin was asked if he succeeded in achieving his standards, and he said no, but that he had followed his daily and weekly regimen all his life, believing through it all that "without virtue, man has no happiness in this world."

Our character education program intentionally takes as its model Franklin's, and adapts it for the purposes of children who, along with the adults in the community, need to become life-long practitioners of virtue. Unlike Franklin's, our schedule of virtues are on the classic, cardinal virtues. Derived from the virtues of Justice, Wisdom, Courage, and Moderation articulated in Plato's Republic, they are termed "cardinal" (from the Latin word for hinge) because all other virtues "hinge" upon them. By concentrating on each virtue in turn, following a well-publicized schedule that parents should use at home and teachers use during class instruction time, children and the adults in the community focus their daily attempts to inculcate a pattern of virtuous behavior.

BFCCPS fosters virtuous behavior in a variety of ways, including:

- Curricular connections – stories and concepts are taken from history, science, and literature that shed light on a particular virtue and lead to thoughtful discussion on the choices we make and how they affect our character.
- Classroom activities and service: As Aristotle noted, we learn by doing. We become brave by performing brave acts and just by performing just acts. BFCCPS' emphasis on service to the school and the greater community helps students practice responsibility and compassion.
- Expectations: At BFCCPS, we actively try to build an ethical community. We strive to treat each other with respect, to learn from our mistakes, and to support as we grow as individuals and as a community.

If we are successful, every member of the community will continue this pattern of focus, formally or informally, long after s/he ceases to be a member of this community. Finding both virtue and happiness through guidance is central to our mission and forms the basis of the hopes we hold for our children.

The Four Virtues

Members of the BFCCPS community strive to live a life of virtue. A virtue is acquired through "good habit." We all have habits – ways we behave over and over again. The key to living a happy life is understanding which habits are worth developing (and which we should get rid of!). Below are the classical, cardinal virtues. All other virtues "hinged" upon these four – thus we have also identified related character traits that can help us in our efforts to improve ourselves. Benjamin Franklin, the school's namesake, chose his own set of nine similar virtues and focused on one each week, recording his accomplishments in a "little book". He recognized that character development is a life-long process – not one that ends after the 8th grade or upon reaching "adulthood"!

Virtue	Definition	Five Related Traits
Justice	Justice means treating others with respect and taking responsibility for their well-being; fairness.	<ul style="list-style-type: none"> • Respect • Friendship • Kindness and compassion • Generosity (giving without expecting anything in return) • Fairness

Temperance	Temperance is about mastering ourselves (and our impulses!) for the sake of the happiness of those around us. It's about acting the right way at the right time.	<ul style="list-style-type: none"> • Order (staying organized) • Courtesy and Good Manners • Self-Control • Patience • Obedience
Fortitude	Fortitude means having the courage to face challenges and obstacles; persevering when things get tough.	<ul style="list-style-type: none"> • Courage • Optimism • Perseverance • Good Citizenship • Loyalty
Prudence	Prudence is about having sound judgment and making wise choices. It's about being thoughtful.	<ul style="list-style-type: none"> • Honesty • Wisdom • Integrity (being true to yourself) • Gratitude • Humility (Caring less about who's right and more about what's right).

The Pillars at BFCCPS: Community Service

Defining Principles

1. This pillar reinforces that we are part of many communities: family, neighborhood, town, state, nation and world. At BFCCPS students learn their role in these communities and that even as youngsters they have the power to be an agent of good.
2. Students learn to understand the importance and rewards of serving others and making our world a better place. This understanding develops authentic self-esteem that will benefit students throughout their lifetimes.
3. Each year, every student in every grade participates in school, local and global community service initiatives. The global initiative is school-wide, K-8, and year-long.
4. Community service learning culminates in individual student capstone projects prior to graduation.
5. We strongly encourage "hands-on" efforts that accentuate tangible connection to the community and to our character education program, although fund raising efforts may be a component of some projects.
6. The virtues of good character are reinforced, practiced, and reflected upon as students plan and engage in community service activities. Group discussion and/or written reflections are a part of each project.

7. Community service activities incorporate learning objectives across the curriculum whenever possible. Cumulative K-8 benchmarks in community service learning will be attained as students progress through the grades.
8. Students are exposed to a broad variety of community service activities throughout their years at BFCCPS.
9. Members of the BFCCPS community (students, parents, teachers, staff, administrators, etc.) engage in community service activities at school and outside of school.

Background

At BFCCPS, we foster awareness of our school, local, and global communities through various community service initiatives. By building good character and self-esteem in students, involving families, and making connections to the curriculum, these initiatives will help develop responsible, respectful, confident and caring citizens.

Overview

We are part of many communities: family, neighborhood, town, state, national, and global. It is important for children to see their role in these communities and to learn that even as youngsters they have the power to be an agent of good in these communities.

The teachers of each grade organize community service projects for their classrooms. These group efforts lead to individual capstone projects selected and carried out by students in the eighth grade. Although fundraising efforts may be a component of some projects, we strongly encourage "hands-on" efforts that accentuate tangible connection to the community.

The Pillars at BFCCPS: Parents as Primary Educators

Defining Principles

1. Parents are welcome at our school.
2. Parents actively participate in their child's educational experiences.
3. Parents are consulted on important academic decisions regarding their children.
4. Parents are responsible for supporting their child's educational activities beyond the school day, such as homework, establishing organizational systems, and project work.
5. Parents are responsible for being vigilant and proactive in addressing any educational issues they observe in their child, both in school and at home.
6. Communication between teachers and parents is maintained, meaningful, and based on mutual respect.
7. Parents receive detailed information about what their child is learning in the classroom and have access to classroom texts online.
8. Numerous volunteer opportunities are provided by the school and parents are expected to participate as their schedule allows.
9. Parents allow teachers and administrators to do their job and exercise their professional expertise, consistent with the mission of the school.
10. Parents are given opportunities to learn about the school's pillars, as well as resource support for non-academic subjects, such as health and safety issues, social skills, study skills, mental health issues, discipline and motivational strategies that will help them fulfill their primary educator role.
11. Parents desire the classical, sequential, content-rich curriculum provided by BFCCPS and are expected to provide support for their child through enrichment and remediation activities.
12. Parents partner with the school to cultivate the virtues in their children's character.

13. Parents support community service as a method for building authentic self-esteem and engaging youthful energy in a positive way.

Background

The Benjamin Franklin Classical Charter Public School exists “to assist parents in their role as primary educators...” A child is first taught by his or her parents and continues to be profoundly influenced by them throughout life. As an expression of the deep love they have for their children, parents assume the ultimate responsibility of ensuring their children receive the education they will need to succeed in tomorrow’s world. Parents choose their children’s schools carefully and follow their studies closely, acting as true partners with teachers in all that they do. They welcome the responsibility to share in the education of their children in many phases, including remediation and challenge, where appropriate, and to provide guidance and support during the school experience. The school and home work together in the task of passing on the riches of a classical education.

Overview

What does it mean to be a child’s primary educator?

The Benjamin Franklin Classical Charter Public School exists “to assist parents in their role as primary educators...” A child is first taught by his or her parents and continues to be profoundly influenced by them throughout life. As an expression of the deep love they have for their children, parents assume the ultimate responsibility of ensuring their children receive the education they will need to succeed in tomorrow’s world. Parents choose their children’s schools carefully and follow their studies closely, acting as true partners with teachers in all that they do. They welcome the responsibility to share in the education of their children in many phases, including remediation and challenge, where appropriate, and to provide guidance and support during the school experience. The school and home work together in the task of passing on the riches of a classical education.

What are some of the reasons parents choose BFCCPS to assist them in educating their children?

- They recognize their responsibilities as parents and are committed to leading their child's education and then make the dining room-classroom connections.
- They believe in cultivating virtues in forming their children's character properly, and they seek assistance from a school that will extend their reinforcement of virtuous behavior.
- They desire a classical, sequential, content-rich curriculum and want to participate in it through enrichment and remediation activities.
- They believe that community service is a method for building authentic self-esteem and engaging youthful energy.

What are the defining principles that guide BFCCPS in its efforts to assist parents?

- Parents are welcomed at our school.
- Communication between teachers and parents is maintained, meaningful, and based on mutual respect.
- Parents receive information about what their child is learning in the classroom.
- Opportunities are created and maintained to allow parents to participate in the school as volunteers on a regular basis or for special projects.
- Parents are consulted on important academic decisions regarding their children.
- Parents are given opportunities to learn about the school’s pillars, as well as resource support for non-academic subjects, such as health and safety issues,

social skills, study skills, mental health issues, discipline and motivational strategies, etc., that will help them fulfill their primary educator role.

What are the expectations for parents at BFCCPS?

These expectations are outlined in the *BFCCPS Family Pledge* which is distributed each year to all families. By signing the *Pledge*, families acknowledge their commitment to fulfilling the role of primary educators. In addition to the responsibilities presented by the Pledge, parents must be vigilant and proactive in addressing any educational issues they observe in their child, both in school and at home. This high level of involvement requires that there be mutual respect and trust between parents and the school so that both parties can work with, not against, each other. Parents must be sure to allow teachers and administrators to do their job and exercise their professional expertise, consistent with the mission of the school.

How can parents be best involved in their child's educational journey at BFCCPS?

Research has shown that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home.¹ Parents can support the classroom teaching of their children by making curriculum connections at home, modeling virtue and engaging in community service activities. The following are specific examples of what parents as primary educators might do at home:

- **Discuss examples of virtuous behavior.** Talk about specific examples from home and school. Ask your child if she showed any particular virtue during the day. What was she proud of during the day? Of what was she not proud?
- **Encourage good work habits.** Find a quiet homework space in the house where your child consistently completes his homework. Make sure this place is free of as many distractions as possible. Decide on a consistent time each night to complete homework. Is it right after school? After a snack? Does your child need time to relax and play first? Will he complete it after dinner or activities?
- **Help with homework.** Take a minute to check Edline (www.edline.net) with your child and ensure she has completed her assignments to the best of her ability. Help your student work to find an answer, not just get the assignment done.
- **Plan for long term assignments or projects.** Create a timeline on a family calendar to help students organize themselves for long term work. Post it somewhere visible in the house and check off steps as they are completed.
- **Help students with organization.** Regularly look at your child's classroom materials, found in homework folders, binders, or backpacks. Together, clean out unnecessary papers and place loose papers in the appropriate folders. This is a great way for you to know what is going on in school and to ensure that your children are developing good organizational habits.
- **Check the school and teacher websites frequently.** The school's website, www.bfccps.org, and teacher websites, found at www.edline.net, are a wealth of information regarding calendar events, homework assignments, policies, study guides, field trips, and much more.
- **Become familiar with the Core Knowledge curriculum.** Know the Core Knowledge topics being studied in the classroom and discuss them with your child. You can review

The Core Knowledge Sequence: Content Guidelines for Grades K-8, read the appropriate ***Core Knowledge Grader Series***, and use ***Books to Build On: A Grade-by-Grade Guide for Parents and Teachers*** to select books related to the Core Knowledge topics that you can read together with your child.

- **Become familiar with the Massachusetts Curriculum Frameworks.** They can be found at www.doe.mass.edu/frameworks.
- **Plan family activities that reinforce the curriculum.** Read the monthly Scope and Sequence and provide enrichment opportunities – trips to libraries, museums, music venues, children’s theaters, parks, etc.
- **Read books together.** You can use a parent resource guide, such as ***Books That Build Character*** by William Kilpatrick and G. and S. Wolfe, to select books to read and then discuss the book’s moral wisdom together.
- **Communicate with the teacher.** Provide your child’s teacher with feedback about circumstances that might affect the classroom experience.
- **Keep a scrapbook of schoolwork and student achievements.** Let your child know how important his or her school life is to you.

¹ Cotton, K., Wikelund, K., Northwest Regional Educational Library, School Improvement Research Series. In Parent Involvement in Education. Reference contained in “What Research Says About Parent Involvement in Children’s Education In Relation to Academic Achievement”. Michigan Department of Education. March, 2002.

The Pillars at BFCCPS: Classical Education

Defining Principles

1. Students are grounded in the fundamental subjects of literature, history, mathematics, science, language, music and the arts in order to understand culture and enable active participation in it.
2. The developmental stages of classical education (grammar, logic, and rhetoric) guide how our curriculum is taught. In addition to learning the content of a wide range of subjects, students develop the ability to analyze, reason, and express themselves.
3. The Core Knowledge Sequence and the MA Curriculum Frameworks guide our curriculum. These provide the “body of knowledge of proved, lasting significance, assumed in public discourse and known by a broad majority of literate people” (original BFCCPS charter).
4. The curriculum is systematic, rigorous and challenging.
5. There is an emphasis on learning through reading, writing and spoken language.
6. A variety of thoughtful, engaging teaching methods promote a student’s active role in learning. These may include collaborative learning, writing process workshops, hands-on projects, plays, interdisciplinary and theme-based units, seminars, differentiated instruction and cooperative education.

Background

When taking on the task of defining the principles of classical education at BFCCPS, the Mission Committee consulted a variety of sources to better understand the concept of classical education. The first source studied was the original charter language submitted to the commonwealth in 1994 by the founding families of BFCCPS. The language on the

school's website giving an overview of the Core Knowledge program further enhanced our understanding of the founders' intent.

To supplement these sources, three additional documents were studied. First, Dr. William Schmitt, headmaster of the Trivium School, in Lancaster, MA, prepared a presentation for the Mission Committee on the topic of classical education. Dr. Schmitt's paper that formed the basis for the presentation was a great resource as well. The Committee read an essay on classical education, "**The Lost Tools of Learning**" by Dorothy Sayers, a British writer, scholar, and expert on the Middle Ages. Lastly, an essay titled "**What is Classical Education?**" by the educator, Susan Wise Bauer, provided additional thoughts and concepts for our consideration.

One component of a classical education is learning about the Greeks and Romans. Their history, literature, languages, and philosophy can provide a basis for a classical education curriculum. Understanding the past and learning about the essential truths about man and nature discovered by these ancient civilizations can help prepare our children for the future. (Schmitt)

An extension of this component is the belief that a classical education provides a "body of knowledge of proved, lasting significance, assumed in public discourse and known by a broad majority of literate people" (BFCCPS original charter). There is a shared history and shared literacy.

Another component is an emphasis on the concept of the trivium – the tools of grammar, logic, and rhetoric – which shape the approach used to teach a classical education curriculum. These tools of learning can be applied to any subject being studied. The grammar stage focuses on learning the structure and building blocks of a subject - facts, names, dates, etc. As children get older, they develop logic skills and learn how to argue, contradict and debate issues within the subject. They can learn how to really use a language or subject and recognize cause and effect. The rhetoric stage, usually reached around high school age, leads young adults to express themselves in a more nuanced manner, focus on the big picture and produce more originality in thought. (Schmitt; Sayers; Bauer)

A classical education is often language focused. Learning is primarily done through written and spoken words and less through images. Language learning requires the mind to work harder and be more active and engaged than image learning (Bauer).

A classical education uses history as its organizing structure and includes science, literature, art and music of each era (Bauer). All knowledge is interrelated.

A classical education is systematic and rigorous. This rigorous study helps develop virtue, the ability to act in accordance to what one knows to be right. "Classical education asks students to work against his baser inclination in order to reach a goal – the mastery of a subject". (Bauer)

BFCCPS believes in blending these components in defining its classical education pillar.

Overview

We strive to provide a curriculum that has at its core emphasis on a classical education. This means literature, history, mathematics, science, language, music and the arts that

have been valued by many generations as important to teach to children are important at BFCCPS.

The Core Knowledge Sequence, originated by Edward Hirsh, Ph.D., stressed the importance of being grounded in these fundamentals for understanding the basis of our culture and participation in it. Such fundamentals include, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the Core Knowledge Sequence presents a practical answer to the question, "What do our children need to know?" Shared Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Sequence is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture

Our curriculum blends the Core Knowledge Sequence with the educational guidelines of the Massachusetts Curriculum Frameworks. We reach beyond both of these, emphasizing classical education, through our music and arts programs, and Latin and French language programs. BFCCPS is proud to have been selected by the NAMM Foundation as one of the "Best 100 Communities for Music Education" in 2006, 2008, and 2010. In language we do not stop at our classes in French and Latin during the school hours. After hours programs have included other languages such as American Sign Language and Mandarin.

Our vision of "classic" extends to the future as well as we consider the skills our children will need as they mature. Our mathematics, computer technology and science programs are growing. Children learn not just the facts of science but also the ability to reason scientifically and support their data statistically. Our annual science fair, proctored by parents who are scientists, provides a venue for teaching children to communicate in our increasingly technical world.

In the curriculum knowledge is transmitted to children sequentially, grade by grade, so that there are no gaps in learning. A topic covered in the first grade "spirals" back to be covered in greater depth or from a different perspective in later grades. People often find the topics covered in the curriculum to be challenging ones, and so they are surprised that first graders, for example, learn topics such as Mesopotamia and electricity. What parents and teachers together have discovered is that children are sponges, and it is up to us as educators to provide them with the right kind of "liquid" knowledge to absorb.

I Core Knowledge Classical Sequence

BFCCPS, from its inception, has used the Core Knowledge (CK) Sequence, a content-rich curriculum developed by the Core Knowledge Foundation. Students study history, science, language arts, music, art, and math in every grade. We encourage parents to obtain their own copy of the Core Knowledge Sequence book, available at the website: www.coreknowledge.org.

Grades K-4 are taught in self-contained classrooms, with one teacher instructing all of the four core subjects. In grades 5-8 classes are departmentalized. In grades five and six, there is one teacher for English and History (Humanities) and one for Math and Science. In grades seven and eight there is one teacher for 7th and 8th grade English, and one teacher

for History and Geography. There is also a 7th grade Math and Science teacher and an 8th grade Math and Science teacher.

The Core Knowledge Sequence emphasizes an intensive academic curriculum in which topics spiral so that students revisit them in subsequent years. In this way students develop an increasingly sophisticated basis for learning what educated people should know. The CK Sequence also includes and invites a look at the diverse peoples and ideas that comprise and have shaped the world in which we live.

E.D. Hirsch, one of the main designers of the Core Knowledge Sequence, reminds educators that the Core Knowledge Curriculum is a curriculum and not a method of teaching. BFCCPS prides itself on utilizing a variety of teaching methods, including active, project-based learning. In addition, faculty create integrated units, often in conjunction with other teachers, that weave together subjects such as art, music, history, literature, math, and science.

Art

Students in grades K-5 have Art once a week. Teachers also incorporate art in other parts of the curriculum. In Art class, students learn basic art skills and art history. Students in grades 6-8 have one Art class, an art history course, once a week for the whole year.

Classical Education/Fine and Performing Art Elective Program

In grades 6-8 students participate in a Fine Arts Elective Program. Options may include: classical education topics, fine art, film, drama, guitar, newspaper, music technology, hand drumming, cartooning or movement. Participation is per trimester so students are able to experience a variety of subjects and fine and performing arts throughout the school year. The Art Elective class is held on Mondays from 10:15am-11:40am.

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 unable to pay for a trip will need to contact the Head of School in writing; BFCCPS will attempt to arrange for payment. Teachers and parent volunteers serve as chaperones for students on these trips. Overnight trips are taken by students in Grades 5-8; fifth and sixth graders attend Nature's Classroom in Massachusetts; seventh graders attend a four day trip to Quebec, Canada; and the eighth graders experience a five day trip to Washington D. C. We have a single Field Trip Form for all in-state trips, and special permission forms for overnights and out-of- state trips.

Library Technology

Students in grades K-8 go to Library Technology once a week where they will receive instruction on a varied library and Technology skills. Both the BFCCPS library and Technology Curriculum is available on our website. Books may be borrowed from the school library for a two-week period. Pupils 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.

Parents are encouraged to check-out books from the adult selection of curriculum-related books, parents, child behavior, character education, and community service books.

Music and Chorus

In grades K-5 students have music once a week, learning songs, music history and appreciation, and music basics, connecting music to the core curriculum. In addition, singing is incorporated into Core Knowledge studies in the homerooms. Students in grades 6-8 have Music, a music history course, once a week for the full year.

We have a strong performance music program. All students start learning to play the recorder in third grade, and students can join the instrumental music program in the fourth grade. Chorus is available to students in grades 6-8.

The majority of students in grades 4-8 take instrumental music lessons at school and become members of one of the school's five performance bands: Concert Band, Wind Ensemble, Symphonic Band, Jazz Ensemble, and Marching Band. Both the Symphonic Band and the Chorus attend festival competitions annually. Smaller performance groups are available for participation including: percussion, brass and woodwind ensembles.

Physical Education

Physical Education starts in Kindergarten and each grade participates in two periods a week of Physical Education. PE focuses on sports, games, and sportsmanship as appropriate for each grade. Proper clothing is to be worn by all students. See the Dress Code for more information.

World Languages

In addition to the Core Knowledge Sequence, all students begin French in Kindergarten and Latin in the third grade. Students participate in French class every week in grades K – 4; in grade 5, French is taught two times per week; in grades 6, French is taught three times per week; and in grades 7 and 8 French is taught four times a week. Starting in grade three Latin is taught one period a week and in grades 6-8 two periods a week per grade level.

Homeroom Projects: Nearly every month, each of the classes in grades K-5 participates in a class service project, and these projects are highlighted in the monthly Scope and Sequence for each grade. We encourage community service projects that require student effort, not simply asking their parents for money.

School-wide projects: Several times during the year the school and its families participate in projects including a monthly food drive, clothing drives, and other projects.

Advising/Mentoring: Each month, students in grade 6 work in small groups with a teacher on character reflection, and work individually and in groups on service projects. In grades 7 and 8 there are small advising groups in which character reflection, goal setting, and individual service and group service are completed.

Capstone Projects: During their 7th grade year, students begin to design and implement one large project with content, service, and character reflection components. They present

their project at the annual Capstone Breakfast and Recognition Ceremony held in January of their Eighth Grade year.

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 support of the Head of School, who establishes strong administrative practices and fulfills school goals, and partner with the BFCCPS Foundation as the fundraising arm for the School.

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. The following are 2011---2012 Board members:

Donald Tappin-President
Mary Barton Rau- Vice President
Jerry Cimmino-Treasurer
Thomas Viveiros-Clerk
Lax Iyer
Katie Lepsevich

Heather Zolnowski-Head of School
Joe Perna-Assistant Head of School
Santhi Marusamy
Kathy Urkevic-Faculty Representative
Joseph Mullen

The Head of School

The Head of School is responsible for the management of the ongoing operations of the school. The Board of Trustees oversees the Head of School.

The Head of School's responsibilities include providing educational leadership such as curriculum development, hiring, evaluating, supporting faculty, preparing and managing budgets, and providing oversight for all administrative offices and programs and business operations.

Assistant Head of School

This position is responsible in all areas of school governance. Other responsibilities include: school communications, student assessments, Parent Community Organization (PCO), and all student activities and field trips, recess and lunch, Before School Program, student discipline, and facilities management.

Central Office Staff

A number of administrators support the Head of School and the faculty:

- *The Director of Student Services* supervises all federal programs, including the Special Education Program at the school, assuring compliance with state and federal laws, supervising the Special Education faculty, and designing a program that ensures

that parents and teachers have an understanding of, and access to, the various aspects of Special Education instruction and curriculum.

- *The Administrative Assistant to Director of Student Services* provides administrative support for the Student Service Office.
- *The Bookkeeper* manages the school's regular financial work, accounts payable and receivable, payroll, budgets, and manages the facility.
- *The Administrative Assistant* carries out various administrative duties assisting the Head of School and the Assistant Head of School. In addition, the Administrative Assistant makes appointments for the Head of School, manages enrollment, arrival and dismissal, and bus transportation.
- *The Office Manager* facilitates the day-to-day operations of the school's central office, maintains staff and student databases, and publishes the weekly *Pink Sheet*, the *Wednesday Parent Newsletter*.
- *The Director of Fine and Performing Arts* supervises the Fine and Performing Arts Department at BFCCPS, including staff, staff development, curriculum, program development and Performances and the Spring Musical.
- *Technology Coordinator* develops and supports the all technology at BFCCPS, and supports all faculty in integrating technology into the curriculum and delivery of instruction. This position is also responsible for maintaining and updating the school website.

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.

Head of School/Assistant Head of School

If you would like to speak or meet with the Head of School, please call the school and speak with the Administrative Assistant (X103), who can set an appointment for you. If you would like to speak with the Assistant Head of School please dial extension 137.

Contacting Your Child's Teacher

Your *child's teacher* is your primary connection with the school, and s/he *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

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 office manager (ext.100) at the front desk. Please do not go to the classrooms to deliver messages.

AlertNow!

Keeping you informed is a top priority at BFCCPS. The School uses the AlertNow Notification Service 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 AlertNow to notify you **only** 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 distribution, curriculum nights, parent/teacher conference, as well as Pink Sheet electronic distribution. In the event of an emergency at school you will be informed immediately by phone.

Electronic “Pink Sheet”

Each Wednesday the School sends home the Wednesday Parent Newsletter (commonly known as the Pink Sheet). Providing current news, upcoming events, new policies, and key reminders, the Pink Sheet 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.

Email Communication from School

The School sends out e-notices, as approved by the Head of School, to families who provide us with their email addresses. Email is available to all teachers and staff. If you would like to contact any BFCCPS employee you can email them at: [firstinitalastname@bfccps.org](mailto:firstname.lastname@bfccps.org).

The Scope and Sequence

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 learning at school. Key to accomplishing this goal, each grade completes a Scope and Sequence on the first of the month for the upcoming month. The Scope and Sequence describes the content and skills that students will cover in each subject, character education connections with the curriculum, and also includes notes on upcoming community service. Scope and Sequence will be posted on each homeroom teachers webpage as well as on the BFCCPS website. An email reminder will go out on the first day of each month noting that Scope and Sequences have been posted.

Parent and Student Handbook/Family Directory

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. Class lists with family phone numbers and addresses are listed in the Family Directory for those families who wish to have this information included. **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. Parent/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 three times a year. In addition, students in grades 5-8 receive mid-term progress reports.

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.

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.

<i>Expectations for Parents, Guardians, and Volunteers</i>

This Board policy was passed in 2006. 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 from 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 schools electronic or written communication procedures.

Health Office

Overview

School Health Services is a specialized department whose goal is to identify health problems and to facilitate any intervention programs needed to maximize student health. In cases of chronic health problems, the school nurse contacts parents to assess a student's current health status, especially in regards to current medications, therapies, or special school needs. The school nurse is available for parents and children on a daily basis during regular school hours. No medical treatment may be given at school except for first aid.

Accidents

BFCCPS takes care 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 absences of the parent/guardian. Every attempt will be made to contact the parent/guardian immediately.

Head Lice Policy

The Health Office does everything possible to see that head lice outbreaks are kept to a minimum at BFCCPS. The following is the protocol the School Nurse will follow when presented with an incident of head lice:

1. The student will be examined to determine if there is an active infestation; live lice or numerous nits located less than one-quarter inch from the scalp.
2. If the School Nurse determines that there is an active infestation, the student's parent/guardian will be notified, and the student will be dismissed from school for appropriate treatment.
3. The School Nurse will provide educational materials and resources to parents/guardians, students, and school staff regarding head lice infestations, management and treatment. BFCCPS does not provide medicated products for the treatment of head lice. The parent is advised to contact a health care provider for recommendations.
4. Parents should examine all members of their family for head lice and anyone who has come in close contact with the affected student should be notified.
5. If a case of suspected head lice is confirmed, the School Nurse will conduct a classroom, grade, or individual student check at his/her discretion.
6. Siblings of any positive cases will be checked, as well as the sibling's class if s/he proves positive, at the discretion of the School Nurse.
7. If the sibling of any student with a confirmation of head lice attends another school, the School Nurse may contact that school.
8. The School Nurse will send a letter to classroom parents notifying them of a confirmed case of head lice if more than three confirmed cases happened at the same time in the same grade, per general recommendations of the school advisor from the Department of Public Health (DPH).
9. If there is a subsequent infestation or re-infestation, all outer-clothing (sweatshirts, jackets, hats, etc.) of students in the grade will be sealed in labeled plastic bags for two weeks as an added precaution. The same practice will be used for any other objects in the classroom that cannot be washed (i.e. headphones).

BFCCPS follows the Franklin Public School “No Nit Policy”, which states that a child **must** be free from nits before s/he can return to school. BFCCPS students who had a confirmed case of head lice may return to school when:

- The student has been treated.
- All nits have been removed.
- The School Nurse has examined the student for the presence of live lice/nits, reviewed treatment provided to the student, and provided any additional instructions or support. A parent/guardian **must** attend this examination with the student.

There are precautions that every family can take to help in this process. The Health Office recommends the following family precautions:

- Check your child’s hair for eggs weekly.
- If you suspect lice, ask your health care provider to recommend an appropriate treatment.
- Inform the School Nurse as soon as possible if your child has been diagnosed with head lice.

Managing Life-Threatening Food Allergies

The Benjamin Franklin Classical Charter Public School recognizes that students with life-threatening food allergies require reasonable accommodations necessary to ensure access to available education and education-related benefits. It is the policy of BFCCPS that the management of life-threatening food allergies be accomplished in compliance with applicable state and federal regulations. We adopt the same policy as the Franklin Public School system. BFCCPS implements this policy and administrative procedures pursuant to the guidelines established by the Massachusetts Department of Education, in a document entitled “Managing Life-Threatening Food Allergies in Schools” and other reliable resources relating to this issue.

All classrooms at the Benjamin Franklin Classical Charter Public School (BFCCPS) are nut sensitive. This means nut, or products that may contain nut ingredients may not be brought into any classroom at BFCCPS. Due to the severity of these allergies, we are asking parents and volunteers to follow these guidelines:

- **Birthday Celebration:** Treats to be shared for birthday celebrations are not allowed in classrooms if they contain any type of nuts or are made in a facility that shares in nut products.
- **Snack:** Snack is held in the classroom and therefore may not contain nuts.
- **Lunch:** May contain nuts, but any student with a lunch with nuts may not sit at the peanut free table.
- **Mystery Reader:** Treats to be shared for by a mystery reader are not allowed in the classroom if they contain any type of nuts or are made in a facility that shares in nut products.
- **Field Trips:** Nut products in snacks and lunch are not allowed.
- **All Other Special Celebrations:** Treats to be shared for special projects or classroom events are not allowed in the classrooms if they contain any type of nuts or are made in a facility that shares nut products.

The Benjamin Franklin Classical Charter Public School has developed protocol/guidelines for the management of life threatening allergies. The School Nurse will consult with parents and the physician of the student, to develop a safe and effective health plan for the student in case an allergic emergency arises.

This procedure is available through the School Nurse.

Responsibilities of Parents of Students with Life-Threatening Allergies

Each parent of a student with a Life-Threatening Allergy shall have the following responsibilities:

1. Inform the School Nurse of your child's allergies prior to the opening of the school year (or as soon as possible after diagnosis).
2. Parent(s) must arrange to meet with the School Nurse to develop an Individual Health Care Plan for the student and provide medical information from the child's treating Physician, as needed to write the plans. Parents must arrange for school health professionals to be able to communicate with the student's physician.
3. Provide the School with a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.
4. Provide the School Nurse with enough up-to-date emergency medications (including Epi-pens) so they can be placed in all required locations for the current school year.
5. Complete and submit all required medication forms.
6. Provide a MEDIC ALLERT ID for your child as needed.
7. Provide a photo for your child to put on the individual healthcare plan.
8. Notify the School Nurse of any upcoming field trips as soon as possible and provide Epi-pen to be taken on field trips as stated in the field trip policy.
9. Encourage students to wash hands before and after handling food.
10. Teach your child to:
 - a. Recognize the first symptoms of an allergic/anaphylactic reaction.
 - b. Know where the epinephrine auto-injector is kept and who has access to the epinephrine.
 - c. Communicate clearly as soon as s/he feels a reaction is starting.
 - d. Carry his/her own epinephrine auto-injector when appropriate (for upper grades with written permission from his/her doctor)
 - e. Not share snacks, lunches, or drinks
 - f. Report teasing, bullying, and threats to adult authority.
 - g. Take as much responsibility as possible for his/her own safety
11. As children get older, teach them to:
 - a. Communicate the seriousness of the allergy
 - b. Communicate symptoms as they appear
 - c. Read labels
 - d. Administer own epinephrine auto-injector and be able to train others in its use
12. Inform the School of any changes in the child's life-threatening allergy status
13. Provide the School with the licensed provider's statement if the student no longer has allergies.
14. Attend field trips and out-of-school activities with your child, whenever possible.
15. Provide bag of snacks for your child's classroom which includes safe foods, for special occasions.
16. Sign a release for School personnel to consult with family physician/allergist and all medical providers.

Responsibilities of Students

Each student with a life-threatening allergy shall be responsible for the following:

1. Taking responsibility for avoiding allergens
2. Not trading or sharing food
3. Washing hands before and after eating
4. Learning to recognize symptoms of an allergic reaction
5. Promptly informing an adult as soon as accidental exposure occurs or symptoms appear

6. Taking more responsibility for the allergies as the child gets older
7. Developing a relationship with the School Nurse and/or other trusted adult in the School to assist in identifying issues related to the management of the allergy in the School.

Field Trip Nurses

BFCCPS will hire field trip nurses for Grade 5-8 (unless we have a nurse volunteer or a student with a particular medical issue), for overnight or extended field trips such as Natures Classroom, Quebec, and Washington D.C.

The teachers of grades 5-8 going on field trips will bring along a small first aid bag with band-aids, gloves, and ice bags (they will not give out any medication including Tylenol). Parents of students with particular health concerns such as a severe food allergy, bee sting allergy, asthma, etc. will be asked to be chaperones. We will make every effort to be sure that at least one teacher trained with epi-pen administration goes on the field trip with students diagnosed with severe allergic reactions and with a doctor's prescription of epi-pen if the parent of that student is not available to go. In that case, the individual epi-pen will be sent along with the teacher. Students from Grade 5 through 8 may carry his/her own inhaler and be self administered if permission is given by his/her doctor and parents. Please remember that teachers are not responsible for any health assessment.

For Kindergarten through Grade 4, we provide a field trip nurse for every field trip if possible. For a short, community trip (less than 3 hours) such as walking to the Senior Center etc., it is up to the homeroom teacher to hire a field trip nurse if necessary. Otherwise, a small first aid bag with band-aids, gloves, and ice bag will accompany the class. If appropriate, an Epi-pen will be included and will be sent along with the classroom teacher trained in Epi-pen administration.

BFCCPS will try to hire a Field Trip Nurse for any grade with student(s) diagnosed with diabetes who require a blood sugar check and insulin on a sliding scale or who are on an insulin pump. If no Field Trip Nurse is available, parents of the student with diabetes will be asked to be the chaperone for the field trip or have the option of excusing the student from the field trip.

If you can volunteer your service as a field trip nurse, the school will sign a contract with you with payment of \$1 to cover any liability risk for any future field trips you are volunteering. Please call the Health Office if you are interested, 508541-1945.

All sub-Nurses and Field Trip Nurses working for the Health Office will be paid a stipend (please ask Assistant Head of School for rate).

H1N1 Influenza and Seasonal Influenza

The Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Public Health (DPH) recommend that all students with flu-like illnesses should be sent home promptly. All students should stay home for at least 24 hours after they no longer have a fever. This fever-free period must be without the use of fever-reducing medicines, like Motrin (ibuprofen) or Tylenol (acetaminophen). The students should stay home until at least 24 hours after they no longer have a fever even if they are taking antiviral medicines.

Illness

- ✓ If your child is running a temperature of 100°F or higher or has been vomiting during the night or prior to school in the morning, the child must be kept home for the day.

- ✓ Any child who has a temperature of 100°F or higher will be sent home from school, in which case a parent/guardian will be called. This child must remain at home until fever-free for 24 hours.
- ✓ Any child who has vomited in school will be sent home. This child may not return to school the following day unless s/he is symptom free.
- ✓ Students absent from school (due to a medical reason) for more than five days need to have a medical note from their doctor upon returning to school.

Immunizations

All kindergarten students must have their immunization records submitted to the Health Office, together with their current physical reports, at the beginning of school year. All immunizations must be up to date, except for those students who have religious or medical exemption. See the chart below for the Massachusetts Department of Public Health requirements.

Students entering 7th grade must have an updated tetanus shot, proof of having had chicken pox or the varivax shot, a second MMR (measles, mumps, rubella shot) and the hepatitis B series (three shots given over a six month period). This information must be submitted to the health office at the beginning of their 7th grade year. Failure to produce documentation may result in exclusion from school. See the chart on this page for the Massachusetts Department of Public Health requirements.

Required for entry to:	Immunizations			
Kindergarten	2 doses varicella	2 doses MMR	3 doses Hepatitis B	
	5 DtaP/DTP	4 doses polio		
Grades 1-6	> 4DtaP/DTP	2MMR (K-3)	>3 polio	3 hepatitis B
Grade 7	3 doses hepatitis B	2 doses varicella	1 DTaP booster	4> DtaP/DTP
	>3 polio	2 MMR		

Information for School Nurse:

The Student/Family Information Profile form asks medical information for the School Nurse on the reverse side. This form must be filled out completely for each child and returned to the school. These records are kept on file with the School Nurse and the Head of School.

Mandated Screening Programs

- ◆ Hearing & Vision: K-3, 7; Vision only: 4 & 5; Height and Weight screening: K-4 & 7. These tests are done at school. Notification will be sent home only if there is an abnormal finding at which time it is the parent's responsibility to seek additional advice.
- ◆ Postural Screening: Grades 5-8; If this is done by private physician, documentation of result must be submitted to the Health Office in order to be exempt from the mandatory school screening. Initial screening is usually conducted between February and March by the Physical Education teachers during Physical Education classes. Any student who has a questionable postural finding will be referred to the School Nurse. Re-screening will be made by the School Nurse. Notification will be sent home only with abnormal findings.

Physical Examinations

All kindergarten students, all new students, and students in grades 5 and 7 are required by law to have a physical examination which needs to be done by their primary care physician.

Prescription and Non-prescription Medications:

Each new school year parents and physicians must sign new permission forms for the administration of medication in school. These forms may be obtained from the Health Office or the main school office. A written doctor's order for any medication (prescription or other) and a signed parental permission slip (download from school website) must be brought to the School. This also applies to over-the-counter medication, nutritional supplements, herbal medicine, and inhalers. All medication must be brought to the School by an adult, not by the student, and must be retrieved from the nurse by an adult.

The Policy of The Benjamin Franklin Classical Charter Public School is the same as the Franklin Public Schools as mandated by the Massachusetts Department of Public Health, 105 CMR 210.000 "Regulations Governing the Administration of Prescription Medications in Public and Private Schools" in that medication is not to be dispensed without a written order from a licensed prescriber as described in 105CMR210: 002 and written parental consent. This includes over-the-counter medication and medicinal substitutes such as nutritional supplements. These orders must be renewed as necessary and at the beginning of each academic year. All medications must be in the original container, properly labeled, and delivered to the School Nurse by a responsible adult (parent or designee). No more than a thirty (30) day supply will be accepted at one time.

The parent may retrieve medication at any time and the medication will be destroyed if it is not picked up within one week following termination of the order or one week beyond the end of the school year.

All medications will be stored in a locked cabinet or, when required, in a locked box in a refrigerator in the Nurse's office. All medications shall be dispensed by an R.N. with the exception of inhalers that may be self administered by students, if deemed safe and appropriate by the School Nurse, in grade 4 through 8. Appropriate school staff shall be notified of medication administration by the School Nurse (or student's self administration) with parental consent, if not in violation of confidentiality. The School Nurse will revoke the permission for self-administration of inhaler by student at any time if inappropriate use has become apparent.

If this policy is not followed the Nurse will be unable to administer the medication and the parent will be required to personally administer the medication. If a child violates a medication policy, disciplinary action will occur.

A Tylenol permission form, signed by the parent for the current school year, will enable the School Nurse/field trip Nurse to give Tylenol to the student whenever the Nurse deems necessary.

All medical information is confidential.

Return to School Policy (Per School Physician's Guideline)

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.

Student Services

Student Support Team (SST)- The Benjamin Franklin Classical Charter Public School provides special learning needs consistent with the state and federal laws.

BFCCPS has a **Student Support Team (SST)** made up of a group of teachers and support personnel. When a student is experiencing difficulty accessing the curriculum, the teacher may refer the student to this team. A curriculum accommodation plan, including RTI, (recommended adjustments within the regular education program-least restrictive environment) is developed and implemented for a period of time. SST is designed for the purpose of not getting to the referral process.

If a student appears to require additional support or instruction beyond the curriculum accommodation plan, a referral for a Team evaluation may be completed. By law, the student who may have a disability must be evaluated by a Team from the Special Education Department. The Commonwealth of Massachusetts states that in order to be eligible for special education services, a student must indicate the presence of a disability (autism, developmental delay, intellectual, sensory, neurological, emotional, multiple disabilities, communication, physical or health impairment, or specific learning disability) that prevents the student from making effective progress in the general education curriculum and requires specially designed instruction or related services in order to access the general education curriculum.

Once the parents have consented to a Team evaluation, assessments will be completed to determine the child's ability to learn and ability to access the curriculum. When the evaluation is complete, the parents will receive copies of the assessment reports and the parents, Director of Student Services, and the evaluation Team will meet to discuss the results of the evaluation. A student will receive Special Education services based on the results of the evaluations and the identification of a disability. The school district has thirty school working days to complete the evaluation and a total of forty five school working days in which to hold a Team meeting.

If the student has an identified disability, the Benjamin Franklin Classical Charter Public School will develop an **Individualized Education Plan** and will provide specially designed instruction. The specially designed instruction as written in the Individualized Education Plan (IEP) may include service provided by specialists in speech and language, occupational therapy, school psychology, and special education instruction, inclusion based service or direct service. These specialists will be available to provide the direct or related services as stated in the IEP. Progress of students on an IEP will be monitored by Special Education staff and reported through progress reports that will be shared with parents.

English Language Learners

The Commonwealth of Massachusetts General Laws, Chapter 71A states an English Language Learner as "a child who does not speak English or whose primary language is not English and who is currently not able to perform ordinary classroom work in English." As required by this law and Title VI of the Civil Rights Act of 1964 and related federal statutes, educational services for English Language Learners are based on the individual needs of the student.

Professional staff assesses student needs and develops strategies and interventions and services which will enable the student to acquire language skills and access the educational curriculum.

Services provided to ELL are designed to minimize the barriers to educational services and extra curricular activities and to provide an appropriate education to the least restrictive learning environment.

BFCCPS is committed to teaching English to students whose primary language is not English. Personnel will provide instructional supports and services to teach language skills to students as rapidly and effectively as possible.

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, walking, seeing, hearing, speaking, breathing, learning and working.
- Has record of such impairment, or
- Is regarded as having such an 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, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services and supports.

If the parent or person in parental relationship disagrees with the determination made by the professional staff of the school district, s/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: Student Service Office, BFCCPS, 201 Main Street, Franklin, MA 02038.

McKinney-Vento Homeless Act:

Children without a permanent address have a right to go to school. If you have questions about getting your child in school, call your Local District Liaison/Director of Student Services : Patricia A. Fairbanks, Director of Student Services, BFCCPS, 201 Main Street, Franklin, MA 02038, (508) 541-3434 extension 124 or Peter Cirioni, State Coordinator, 781-338-6294 or Sarah Slautterback, Homeless Specialist 781-338-6330. Or you may call the following: Massachusetts Coalition for the Homeless, Robyn Frost, Toll-Free 866-205-1700, ext. 100; Greater Boston Legal Services, Stave Valero 617-603-1654; New England Network of Child, Youth & Family Services, Melanie Wilson 978-266-1998; and Massachusetts Advocacy Center 617-357-8431, ext. 224.

Special Education Parent Advisory Council (PAC)

Under 603CMR 28.00: Special Education: 28:07 Parent Advisory Councils are a legal requirement for each school district and written into statute. BFCCPS shall create a district wide parent advisory council offering membership to all parents of eligible students and other interested parties. Parent Advisory Council duties shall include but not be limited to: advising the district on matters that pertain to the education and safety of students with disabilities; meeting regularly with school officials; participation in the planning,

development, and evaluation of the school district's special education programs. For more information contact the Director of Student Services at 508 541-3434 extension 124
Co-Presidents of the BFCCPS PAC are:
Mrs. Suzanne Graham 508-339-0173; and Mrs. Tricia Madden 508-261-9729.

Special Education Director
Homeless Liaison
Section 504 Coordinator
Mrs. Patricia Fairbanks
Student Service Office
508-541-3434 x124

English Language Learner Liason
Mr. Artur Duque
Grade 6 Math/Science Teacher
508-541-3434 x118

Civil Rights Officer/Harassment/Grievance

Mrs. Elizabeth Henderson
Grade 2 Teacher
508-541-3434 x 122

Mr. Ed Callahan
Grade 7/8 History Teacher
508-541-3434 x115

School Procedures and Essentials

Before School Care

Before School Care for students begins at 7:30am. A parent/guardian of a K-4 student must sign the child in each morning. Students stay with a teacher in a designated classroom or area until 8:45am (grades K-5) and 8:00am (grades 6-8) when they are dismissed to their classrooms. The fee for this service is set each year and is payable either in whole prior to the start of school or in two equal installments of the start of the school year and January 15th. Information is available in the school office or from the Morning Care Manager. When dropping off your child, please walk to the left along the roping, in the parking lot.

Arrival

Grades 6-8 start at 8:15 a.m. and end at 3:00 p.m.

- Students in grades 6-8 (who are not in the band or not taking the bus or in the Before School Care Program) should **not** arrive to school before 8:00 a.m. Students wait in the courtyard until 8:15 at which time they are dismissed to their homerooms. In inclement weather students report inside from 8:00am until 8:15am when they are dismissed to their homerooms.
- Band rehearsals starts promptly at 7:30am. Band students report directly to the auditorium and are dismissed to their homerooms. Band students are not allowed in any area of the school other than the auditorium until 8:15am. Wind Ensemble and Chorus rehearsals are Tuesday and Thursday mornings; Symphonic Band meets Monday and Wednesday mornings, and starting in January, the Concert Band meets on Friday mornings at 8:00am.
- Bus students in grades 6-8 are supervised in the Art Room from 7:30am to 8:00am when they are dismissed to the courtyard. They are not permitted in any other area of the school before 8:15am.
- If students do not take the bus, parents must drop them off in the parking lot via the Queen Street entrance. Please proceed down the roadway between the fields to the designated drop off area. Exit on the right side of the parking lot to Pleasant Street.
- **Homeroom is from 8:15am-8:20am.**

Grades K-5 start at 9:00 a.m. and end at 3:00 p.m.

- Students in Grades K-5 (who are not in the band or not taking the bus or in the Before School Care Program) should **not** arrive before 8:45 a.m. *It is imperative that*

students are not dropped off before 8:45 a.m. since there is no adult supervision at that time, and for obvious safety reasons, children cannot be left unattended. Occasionally, band students and Before-School Care students will be in the courtyard between 8:30am and 8:45am under the supervision of a teacher. This does not signal permission for other students to be dropped off early.

- **Homeroom is from 9:00am-9:10am.**

Assemblies

- **Grade-Level Sharing Assemblies:** At Friday morning assemblies, students in grades K-2, 3-4, or 5-8 gather to share what they are learning within the curriculum. Each grade section usually meets once or twice a month for these sharing assemblies. The sharing may be short recitations, songs, skits, presenting work, or etc. These sharing assemblies give students the opportunity to practice performing and speaking in front of others in a low-key, comfortable environment. If a class is performing on Friday, parents will be notified in the Wednesday "Pink Sheet" (Wednesday Parent Newsletter).
- As part of the Character Education program, The Forest of Virtue Certificate acknowledges a student (Grade K-4) in an act of kindness they have done which was observed by a peer. Awarding of these certificates is integrated into the grades sharing assemblies. In Grades 5-8, the faculty and staff award Character Awards recognizing Virtue in Action.
- **Arts Enrichment Activities:** Periodically, outside performers are brought into school including professional story-tellers, musical groups, puppet shows, and historical plays. Notice of these assemblies will be in the Wednesday Parent Newsletter, the Pink Sheet.
- Unless explicitly invited by Administration or teachers, siblings of students are not allowed to attend their assemblies with the exception of Capstone Presentations and Kindergarten Authors Chair.
- Parents are welcome at all assemblies.

Attendance Policy

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

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

Absences

If your child will not be at school, or will be tardy, please call the school at 508-541-3434 then press 1 to leave a brief message. 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. Students who are absent from school are not

eligible to attend any extracurricular or evening activities on the date of absence. Acceptable absences include: Family bereavement, religious holidays, absences due to illness and absence on the day following dismissal by school nurse. 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. Parents will need to schedule an appointment with the Head of School or his/her designee to make the appropriate provisions for their student.

Extended Absences

Absences that exceed **5 school days**, and are **NOT** due to illness, will need approval from school administration prior to the absence when at all possible. Please fill out the Extended Absence Request 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.

Homework request while absent: Please do not expect or request that teachers prepare packets of work for a student who will be away for an extended period of time while school is in session, due to family travel. The traveling student should read a book and record his/her travels in a journal. A Scope and Sequence has been provided monthly which should give the parent sufficient information on the curriculum for each month and should be used as a teaching/learning guide when a student is away from school, traveling with family.

In grades K-6, the grader books (i.e., *What Every Kindergartener Should Know.....*) are provided and as Parent as Primary Educator it is up to you to follow along in the grader book.

In grades 5-8 have your child check the class website for assignments that were missed. Your child should also ask their "homework buddy" or a reliable classmate to give them the missed assignments. Please help your child become responsible for their own work by reminding them of these systems rather than emailing teachers with individual requests.

All work missed during an absence will be made up by the student upon returning to school.

Tardiness

Grade 6-8 students who arrive after 8:15am and K-5 students who arrive after 9:00am are considered tardy. *Tardy students need to be signed into the office by a parent/guardian, receive a blue Tardy pass, and report directly to class. Chronic tardiness is a serious issue and will not be tolerated.* BFCCPS follows state guidelines for determining and reporting tardies.

A student will not be allowed more than 4 excused tardies per term. More than four tardies may result in a detention. The first few minutes of the school day are critical for setting the tone and for giving important information about the day. Please do make every effort to get your children to school on time.

It is also the student's responsibility to get to each class on time. If a student is detained by an administrator or another teacher, the student must get a note from that person.

Tardiness to a class without a pass will result in a detention.

Birthday Parties

Invitations to birthday parties held outside of school should not be given out at school unless every child in the class is invited to the party, otherwise invitations must be mailed. 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. See **Food Services** for suggestions on treats or snacks brought into the classroom to celebrate birthdays.

Civil Rights Handbook

The Benjamin Franklin Charter Public School Civil Rights Handbook for staff, parents, and students which contains the School Pledge states that BFCCPS not to discriminate based on race, religion, ethnicity, disability, gender or sexual orientation. It also informs you of your rights under various laws.

Our Civil Rights officers are:

Mrs. Elizabeth Henderson
201 Main Street
Franklin, MA 02038
508-541-3434 x 122

Mr. Ed Callahan
201 Main Street
Franklin, MA 02038
508-541-3434 x 115

For a complete copy visit our website:

www.bfccps.org/main/aboutus/policies/civilrightshandbookandletter.pdf

Computer Use Policy

The following is The Benjamin Franklin Classical Charter Public School Computer Use Policy. Please follow all guidelines for computer usage at the school. Infractions will result in detentions and/or suspensions/expulsions. There is also a copy of this policy on our web site: www.bfccps.org.

Student and Parent Contract

Overview of Use of the Computer Network and Internet:

The Benjamin Franklin Classical Charter Public School offers Internet access to its students at all levels. Access to the school computer network and to the Internet is a privilege not a right. The intent of this policy is to ensure that students utilize this access in a responsible manner consistent with the purpose of providing these services.

Definition:

The Internet is a vast, global network linking computers around the world. Internet use provides valuable opportunities for research and academic support. The BFCCPS computer network exists solely for educational purposes, which are defined as classroom activities and high quality self-discovery activities of an educational nature. The BFCCPS computer network is not a resource intended for use as a public forum or for any purpose that is not directly related to the delivery of educational services. BFCCPS reserves the right to place reasonable limits on materials used or accessed through its computer network.

Because of its enormous size, the Internet's potential is without boundaries. With such great possibilities for education also comes the potential for abuse. Members of the BFCCPS community are responsible for good behavior on school computer networks just as they are in a classroom or school building. General school rules for behavior and communications apply. Access to network services will be provided to those who act in a considerate and responsible manner.

BFCCPS will make every reasonable effort to minimize the risk that users will encounter objectionable material on the Internet. Through education, supervision and responsible use,

BFCCPS believes that the Internet can be used safely and effectively. However, there is no absolute guarantee that this will happen.

BFCCPS believes that the benefits to students from access to information resources and the opportunity for collaboration available through the Internet exceed any potential disadvantages. However, the parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, BFCCPS respects each family's right to decide whether or not their child will have access to the Internet at school.

In order for a member of the BFCCPS community to use the computer network, s/he must read the following guidelines and sign this User Contract.

Acceptable Use:

The use of the network must be consistent with, and directly related to, the educational objectives of BFCCPS.

Violations of the Acceptable Use Policy include, but are not limited to, the following conduct:

- a) Revealing personal information such as last names, addresses, telephone numbers, photographs, etc. that could identify the user or other students.
- b) Revealing one's password to anyone else, using anyone else's password, or pretending to be someone else when sending information over the computer network. (Passwords and IDs are provided for each user's personal use only and should not be shared with anyone.)
- c) Using profane, vulgar, threatening, defamatory, abusive, discriminatory, harassing or otherwise objectionable or criminal language in a public or private message.
- d) Violating copyright laws. (Users should assume that all materials available on the Internet are protected by copyright.)
- e) Sending "chain letters" or "broadcast" messages to lists or individuals or subscribing to "listserves" or "newsgroups" without prior permission.
- f) Seeking, accessing, or downloading material that is not relevant to assignments or course work.
- g) Using the computer network for recreational purposes or activities relating to personal hobbies. For example, accessing "chat rooms" is prohibited, and games must not be played, accessed, or downloaded.
- h) Participating in other types of use which would cause congestion of the network or interfere with the work of others.
- i) Attempting to harm, modify or destroy data of another user.
- j) Distributing or intentionally accessing materials that are obscene, explicit, or without redeeming educational value.
- k) Attempting to gain unauthorized access to system programs or computer equipment, including attempts to override any firewalls established on the network.
- l) Vandalizing school computers by causing physical damage, reconfiguring the computer system, or destroying data.
- m) Failing to log off the computer network at the request of a staff member or administrators.
- n) Using the BFCCPS technology network for commercial purposes. Users may not use network services to advertise or sell products or services and may not offer, provide, or purchase products or services through the BFCCPS network.

- o) Using the network in a manner that would violate any U.S. or state law or subject the user or BFCCPS civil or criminal action. This includes, but is not limited to, the transmission of threatening material, or spreading of computer viruses.
- p) Receiving or transmitting information pertaining to dangerous instruments such as explosive devices, weapons or other firearms.

BFCCPS is not responsible for:

- a) Any financial obligations arising out of unauthorized use of the system.
- b) Any cost, liability or damages caused by a user's violation of these guidelines.
- c) Any information or materials that are transferred through the network.
- d) The reliability of the data connection. BFCCPS will not be liable for any loss or corruption of data resulting while using the network.
- e) A student's illegal distribution (pirating) of software.

If a user finds materials that are inappropriate while using the BFCCPS technology network s/he shall refrain from viewing or downloading this material and shall not share the material with other students. Should a user encounter any material that s/he feels may constitute a threat against the safety of fellow students, staff members or the property of BFCCPS, that user is obligated to report his/her discovery of such material to a teacher or to the administration.

You must immediately disclose to your teacher any message that you receive that you believe is inappropriate or that makes you feel uncomfortable.

Cyber bullying:

On May 23rd 2010 the Massachusetts State Legislature passed an emergency piece of legislation, An Act Relative to Bullying in School. This law went into effect immediately. As part of this law cyber-bullying and use of technology to create a hostile environment is defined and prohibited.

Cyber bullying, as defined in M.G.L.c71, s.370 is bullying through the use of technology or any electronic communication, which shall include but not be limited to any transfer or signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic, or photo optical system, including but not limited to, electronic mail, internet communications, instant messages or facsimile communication.

Cyber bullying also includes:

- (a) the creation of a web page or blog in which their creator assumes the identity or another person;
- (b) the knowing impersonation of another person as the authors of posted content or messages, contributing to bullying or a hostile environment;
- (c) the distribution by electronic means of communication to more than one person or the posting of material on an electronic distribution or posting creates any of the conditions inclusion of the definition of bullying.

Cyber bullying may include conduct such as sending derogatory, harassing or threatening email messages, instant messages, or text messaged; creating websites that ridicule, humiliate, or intimidate others; posting on websites dissemination embarrassing or inappropriate pictures of others.

Bullying and retaliation are strictly prohibited in all forms. Bullying is not limited to instances that occur on school grounds. Any actions or behaviors that meet this description

and may negatively affect the school culture and environment will lead to discipline outlined in the Student and Parent Handbook.

Privacy:

Internet and email messages are public communication and are not private. Use of electronic resources by students are the property of BFCCPS and should not be considered confidential. Copies of all information created, sent or retrieved are stored on the computer network's back-up files.

While BFCCPS does not plan to review cache files or back-up files on a regular basis, it reserves the right to access and monitor all messages and files on the computer system as it deems necessary and appropriate in the ordinary course of its business. These purposes include, but are not limited to, ensuring proper use of resources and conducting routine network maintenance.

Network storage areas will be treated like school lockers that may be inspected at anytime. Where appropriate, communication including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

Penalties and Violations:

A violation of the terms of this Acceptable Use Policy may result in suspension or termination of network access privileges (other than directly supervised access during classroom instruction) and may also result in other disciplinary action consistent with the disciplinary policies of BFCCPS.

Signature Section:

To be filled out by the parent's or guardian and the students. This section is in full on the original that is distributed at the beginning of the school year.

BFCCPS will cooperate fully with local, state, and federal law enforcement officials in any investigation relating to any illegal activities conducted through the BFCCPS computer network.

The above section is provided for your reference and a separate copy will be distributed to all parents and students at the beginning of the school year. There will be places for both to sign that the contract has been read. The form will then be collected and held for one year.

As the parent or guardian of this student I/we have read this contract together with my child(ren) and understand that access to and utilization of the School Computer Network and Internet access is designed for educational purposes.

I/we understand that it is impossible for the school to restrict access to all controversial materials. I/we pledge to honor all conditions set forth in this contract and understand that failure to do so may result in loss of privileges and disciplinary actions.

I/we hereby give my/our permission for my child to use the Computer Network and Internet at BFCCPS.

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. Forms are available in the school's Central Office.

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 school and of the world beyond the school. We want them to respect themselves, others, and their environment.

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 will be suspended. 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.

Bullying

In May of 2010 the State of Massachusetts passed emergency legislation relating to bullying in schools. "An Act Relative to Bullying in Schools" Chapter 92 of the Acts of 2010, went into effect immediately, and BFCCPS is and will continue to be in compliance with the requirements of this law. BFCCPS defines Bullying and Cyber Bullying as outlined in this law.

Part of this law requires a school-specific Bullying Prevention and Intervention Plan (BPIP) that outlines in detail the schools 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 as well as many other resources for parents.

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 the student detention. Detention is held during the grades 5-8 lunch period. Parents are given written notification of the incident, and the student is required to return the signed detention slip to the school the next day.

Suspension

Suspension from school will be given orally by a school administrator with an explanation of the issues concerning the student who made the infraction. Parents will be notified. During the period of suspension the student will not be not allowed on school grounds for any reason, nor may s/he take part in any school function. All school work must be made up. A conference between parents/guardians and an administrator is needed before the student is readmitted.

Exclusion/Expulsion

The Head of School may exclude students from attending school for such infractions as weapons possession, possession/use of controlled substances on school grounds, or

assault on a school employee. According to Massachusetts State Law, the Head of School can exclude a student from school permanently or for any period exceeding ten consecutive days. Prior to exclusion, the student, the student's parents, and Head of School will meet to discuss the situation. Expulsion means the permanent exclusion from school attendance and school privileges. Prior to the exclusion/expulsion students, parents, and the Head of School will assemble for a formal hearing.

Suspension of Students with Disabilities:

Procedures for suspensions not exceeding 10 days:

- All students, including those identified with a disability, receive notice of behavioral expectations as outlined in the Student Handbook.
- The Handbook is reviewed annually by the parents and students.
- Any student with or without a disability can be suspended for up to 10 days during a school year.
- When the student reaches day 7 of suspension the team will reconvene. The team will review this suspension, pattern of suspensions, and consider the need for additional evaluations, consider the need to conduct a functional behavior assessment, determine if additional educational services are needed, review the IEP and discuss development of positive behavior supports.
- School personnel will provide notice of procedural safeguards for students with disabilities prior to any suspension exceeding 10 days in any school year.

Procedures for suspending students with disabilities when suspension exceeds 10 consecutive school days:

- A suspension of longer than 10 consecutive school days or a series of suspensions that equal 10 days or constitute a pattern of behavior are considered to represent a change in placement.
- Prior to suspension (change in placement) the team must reconvene to review the IEP and conduct a manifestation determination.
- If the behavior is related to the disability the student cannot be suspended. The team will develop a new IEP, determine need for evaluations and services, propose additional evaluations, conduct a functional behavior assessment, develop appropriate positive behavioral supports and an intervention plan.
- If the behavior is not related to the disability the student may be suspended. The team will review the IEP, conduct a Functional Behavior Assessment, develop positive behavior supports, review supports available, implement home tutoring for duration of suspension, and review placement options if suspension exceeds 10 days.

Procedures when student offense involves weapons and/or controlled substance, or student presents a threat to self or others:

- The team must reconvene before taking any action. The team will conduct a manifestation determination, review IEP and current placement, propose additional evaluations or alternative placement for assessment, work with parents and the student to develop behavioral supports and to determine effective placement options, or review/consider referral to 45 day Interim Alternative Educational Setting (IAES).
- If parent/guardian consents to IAES, placement will proceed
- If parent/guardian disagrees, procedural safeguards and right to hearing will be implemented
- The school district will provide written notification to parent, guardian, and/or student of right to appeal and of the right to an expedited hearing.

- Parent/guardian and/or student may petition Bureau of Special Education Appeals for hearing and until issues are resolved, the student remains in current placement.

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 (adult or youth) 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 in route to and from school or a school sponsored event.

Bullying:

In May of 2010 the State of Massachusetts passed emergency legislation relating to bullying in schools. "An Act Relative to Bullying in Schools" Chapter 92 of the Acts of 2010, went into effect immediately, and BFCCPS is and will continue to be in compliance with the requirements of this law. BFCCPS defines Bullying and Cyber Bullying as outlined in this law.

Behavioral Expectation 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."

Expectations for Common Areas

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

K- 4 Expectations

Academics:

“I will make an honest effort with all of my class work 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.”

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.”

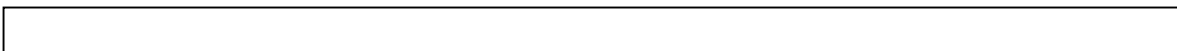
Safety:

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

Discipline-Special Education

Massachusetts Special Education requires that additional provisions are to be made for students who have been found by an evaluation team to have special needs and whose program is described in an Individualized Educational Program (IEP). The IEP for every special needs student will indicate whether the student can be expected to meet the regular discipline code or if the student handicap condition requires a modification. The modification will be described in the IEP. The Head of School will notify the Director of Student Services of the offense of the special needs student. Suspension hearing for any special education student must include the Director of Student Services and meet MA regulations regarding the discipline of students with special needs.

All students are required to meet the requirements for behavior as set forth in the Student Handbook. Chapter 71 B of the Mass General Laws, known as chapter 766, requires that additional provisions be made for students who have been found by an educational team to have special needs and whose program is described in an Individualized Educational Plan (IEP)



Per Department of Elementary and Secondary Education (DESE) regulations, all schools are required to include the following provisions in their student handbooks:

(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 ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

(b) Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

(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 principal.

After said hearing, a principal may, in sole discretion, decide to suspend rather than expel a student who has been determined by the principal to have violated wither paragraph (a) or (b).

(d) Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the superintendent/director. The expelled student shall have ten days from the date of the expulsion in which to notify the superintendent/director of his appeal. The student has the right to counsel at a hearing before the superintendent/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) When a student is expelled under the provisions of this section, no school or school district within the Commonwealth shall be required to admit such student or to provide educational services to said student. If said student does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request, and shall receive from the superintendent of the school expelling said student, a written statement of the reasons for said expulsion.

SERIOUS OFFENSES

Grounds for immediate referral for possible suspension hearing with HOS

- Any threatening behavior, including bullying or repeated teasing
- Endangering the safety of others
- Vandalism
- Stealing
- Cheating or plagiarism
- Leaving school grounds without permission
- Repeated violation of minor offenses (at the discretion of the HOS)
- Seriously disruptive acts, including pranks such as using any phone to dial 911 when no emergency exists
- Violation of the Civil Right policy, including sexual harassment, verbal or physical threats or attacks on persons directed at their national origin, racial, ethnic or religious background or their physical or mental ability or disability.
- Misuse of computer hardware or violation of the approved Internet User policy

- Any violation of a BFCCPS policy or procedure deemed a serious offense at the discretion of the HOS.

Dismissal

Dismissal is a time for caution to assure safety for all.

- ◆ Express Dismissal students are the first dismissed by their teachers at 3:05pm.
- ◆ Bus students are dismissed as each bus arrives.
- ◆ At 3:15pm, all courtyard and walkers are dismissed. These students and their parents must stay in the courtyard until all Express students have exited the parking lot.

Parents Taking Children Out of School Early (Early Dismissal by Parent)

In the occasional event a student needs to leave early, please inform the homeroom teacher via a morning note. 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.*

Dress Code

Guidelines defined as:

- Headwear: Headwear is not appropriate inside of our school or on day field trips, except as necessary for religious or medical purposes. Headwear is defined as hats, hoods, scarves, bandanas.
- Accessories: Body piercing of any sort (other than earlobes) is not allowed in school. Permanent tattoos must not be visible.
- Clothing:
 - General- Clothing must be appropriate size, not too tight or too large.
 - Undergarments, including underwear and bras, must not show while standing or seated.
 - Clothing must be clean and in good repair.
 - Tops and bottoms must cover the abdomen area, front, sides and back.
 - Denim is not allowed in any form or color.
 - Gym attire is allowed only on gym days, and cannot be worn on non-gym days unless it meets the other guidelines as defined below.

Bottoms:

- Pants- Athletic pants such as nylon wind pants, cotton sweatpants, track pants and yoga pants are not allowed on non gym days. Kindergarteners only are allowed to wear athletic pants on non gym days. When leggings are worn as bottoms, tops must comply with the hemline guideline for dresses, as defined below.
- Skirts/Shorts/Dresses- Hemline should be no shorter than three inches above the knee. Wording or graphics printed on the legs or rear of garments is not allowed.
- Tops: Shirts/Sweaters/Sweatshirts- Tops must be large enough to tuck into bottoms and must not reveal cleavage. Tank tops must be at least two inches wide at the shoulder for students in grade 5 and above. Spaghetti straps, halter tops, tube tops, muscle shirts, and pajama wear are not allowed. Graphics, writing, slogans, or cartoon characters are not allowed anywhere on garment. Logos must be smaller than three inches by three inches. Stripes and patterns are allowed but must not be offensive, defined as making reference to drugs or alcohol, being sexually or racially inappropriate, making reference to violence or death, or being generally rude.

➤ **Gym:** Gym attire is allowed only on gym days, and must not be worn on non-gym days unless it meets the other guidelines as defined within.

Appropriate gym attire includes:

- Gray, navy blue, or black athletic pants, sweatpants, or shorts.
- Plain white, gray, or navy blue t-shirt, or BFCCPS shirts including white or gray gym uniform t-shirts, Spirit Wear, Field Day t-shirts (free of handwriting), and BFCCPS event and organization t-shirts.
- Plain gray or navy blue sweatshirt or BFCCPS sweatshirt including gym uniform and Spirit Wear sweatshirts.
- Sneakers are required on gym days.

➤ **Footwear:** Shoes and sneakers are allowed. Thongs, flip flops, shoes with wheels, and slippers are not allowed. **Shoes that are both open-toe and open-heel are not allowed for students.** For example, shoes that are open-toe must have a strap in the back, and shoes that are open-heel must be closed-toe. Heels must be less than two inches high for students.

➤ **K-4 students**

- 1st Dress Code offense- Verbal warning by teacher/Dress Code Review
- 2nd Dress Code offense- AHOS and student meeting, Parental Contact/Dress Code Review
- 3rd Dress Code offense- Parental conference with HOS

➤ **5-8 students**

- 1st Dress Code offense- Verbal warning by teacher/Dress Code Review
- 2nd Dress Code offense- AHOS and student meeting, in school detention assigned, parental contact, Dress Code written assignment
- 3rd Dress Code offense- Parental conference with HOS

➤ Students not in compliance of the Dress Code policy on the day of a field trip or school function will not be allowed to attend.

➤ As temporary measures to correct a Dress Code violation, students may be asked to turn clothing inside out, or to call home for a change of clothes.

➤ The purpose of the BFCCPS Dress Code is to encourage a positive learning environment by providing a clear, consistent guidelines for attire that is modest, neat, safe, and does not distract from learning.

➤ This Dress Code pertains to all members of the BFCCPS community including students, faculty, staff, and parents.

Electronic Devices

Students are not allowed to use any electronic devices in school or on school field trips. Electronic devices include: disc-man, MP3 players, Ipod's, cell phones, pagers, laser pointers, hand-held games or similar devices. Cameras and cell phones must be turned off throughout the school day. **Violations to this policy will result in the 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.

Enrollment

In order for a student to attend The Benjamin Franklin Classical Charter Public School parents/guardians must have filled out an application during the enrollment period (November to February) and must have done so by the application deadline.

Any child who is five years old by August 31st of the year they will be attending school may apply. Siblings of students currently enrolled are accepted first at the time of the Enrollment Lottery which is held every February. After siblings are accepted, Franklin residents are accepted next and then out of town applicants are accepted.

Any applicant who has not been accepted will be given a waitlist number. Notification of this number will be received by mail 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.

The application process begins in November of the year prior to attendance. Application deadline is in the following February at which time a public lottery is held. Notification of acceptance and waitlist status follows the lottery.

To view Policy No. 19 on Enrollment visit our website www.bfccps.org.

Family Pledge

All families will receive a *Family Pledge* at the beginning of the school year. This pledge outlines The Benjamin Franklin Classical Charter Public School mission and the four pillars on which it was founded. All parents and students are asked to read, discuss, and sign this pledge as their understanding of the school's mission.

As part of our school's Accountability Plan, **all** pledges are to be signed and returned.

A copy of the Family Pledge is on Page 41(which is for reference only) and also on our website www.bfccps.org.

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

Asbestos Management Plan

Environmental Protection Agency issued in 1987 under the Asbestos Hazard Emergency Response Act require that public schools (K-12) be inspected every three years by a licensed asbestos inspector. "Envirotest Laboratory, Inc." performed the required 3-year re-inspection on October 18, 2010. The licensed inspector checked for the presence and condition of all visible asbestos both friable and non-friable. (Friable asbestos is asbestos that can be broken up by hand pressure causing the release of fibers into the air.) The inspector concluded that all areas frequented by students and staff throughout the school were properly maintained. Envirotest Laboratory, Inc. and the Benjamin Franklin Classical Charter Public School personnel are very confident that students, faculty and staff are not

exposed to the potential hazards of airborne asbestos fibers. The recent A.H.E.R.A 3-year re-inspection report are available in the school office for viewing during normal business hours.

Food Services

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. Since snack is held in the classroom therefore cannot include any nuts or foods with nut based ingredients.

Students either bring lunch from home or have pre-purchase pizza or meals on the days when these are offered. Hot Lunch is contracted out with an outside food provider for a daily hot lunch offering. These offerings meet the Federal Nutritional Guidelines for school meals. Lunch order forms are distributed electronically and are available on the school website. Pizza is available on Fridays. Students in grades 1-8 may have nuts or foods with nut based ingredients at lunch, but are prohibited from eating at the nut free table. Order forms for pre-ordering and pre-purchasing are available on our website for you to download, print, and send in to the school with your payment. Chocolate/white milk and orange juice are available for pre-purchase as well.

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 11:50am 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 lunch room 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 with students on the first day of school.

Birthday and Special Occasion Treats

At BFCCPS we encourage healthy choices. Children can bring in fresh fruit, low sugar cookies, pudding, cheese and crackers, pretzels, graham crackers and fruit sweetened popsicles. No treats with nuts or nut based ingredients will be allowed.

Grade Promotion

In grades 5-8, a student is required to pass all four (4) core content area classes in order to be promoted to the next grade. A passing grade is considered a cumulative average of 65% or higher.

Inclement Weather School Cancellation, Delay

If Franklin Public Schools are closed or delayed, BFCCPS is also closed or delayed. We have initiated the AlertNow notification system to assist with informing parents of school delays and cancellations. In case of school cancellation or delay you will receive a message on all phone numbers and email addresses that you file with the front office at the beginning of the school year. You can also listen to local radio or watch local TV stations. Please remember to look for "FRANKLIN PUBLIC SCHOOLS" on the TV screen. Do not look for the name of our school.

Buses will be delayed if there is a school delay, so be aware that your child(ren) will have a wait before boarding their regularly scheduled bus. For example, 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. Likewise, school starts at 8:15am for grades 6-8 and 9:00am for grades K-5 and there is an hour delay.....then school will start at 9:15am for grades 6-8 and 10:00am for grades K-5. The Before School Care program will run as usual but beginning only at the 45 minutes prior to the delayed opening time. Band rehearsals are cancelled if school is delayed.

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, bake sale, etc.). All checks are made out to BFCCPS, unless otherwise indicated.

Movie Policy

All movies shown in the classroom at school will be rated G. All movies must correlate to the curriculum. If a movie is to be shown that ties to the curriculum, but is rated PG or PG13, a letter will go home with parents with an "opt out" option.

Non Violent Crisis Intervention

BFCCPS strives to maintain safe learning environments for all students and staff. A physical restraint procedure is in place which follows the Department of Education Regulations (766 Reg. 603 CMR 46.00). This ensures that students are free from unreasonable restraint. If a student's behavior poses an immediate physical threat of imminent harm to himself or others s/he may be restrained physically until calm. The qualified, trained personnel on staff will be called to the situation at hand immediately. Otherwise, non physical verbalization may be used by the qualified, trained personnel. Only qualified, trained personnel who have received training pursuant to 603 CMR (2) or 603 CMR 46.03 (3) shall administer physical restraint on students. Parents are notified through the Student Service Office or the Head of School Office verbally immediately if Non Violent Crisis Intervention has had to be used and in written form within three working days.

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

Students who have exceeded fifteen (15) absences in a school year or who are failing a Core class may be ineligible to attend the grades 5-8 overnight field trips. Under these circumstances students will be required to attend school the days of the field trip to receive

academic tutoring. If the student does not attend school on these days, they will be considered absent from school.

Parent Library

The library has a Parent Shelf that hosts books on education, parenting, Core Knowledge, and character education. Parents are welcome and encouraged to borrow books from this section. See the Tech/Librarian for check-out information.

Parking

The school parking lot is crowded from time to time, especially at afternoon dismissal. Beginning at 3:00 p.m. each school day, please observe the traffic cones and do not park in the line of the school buses. There is no parking under the trees, on the white crosswalk, next to the carriage house/playground area.

Also, parking is not permitted in the parking spaces directly in front of the brick wall (to the right of the entrance to the courtyard). These spaces belong to CCD office personnel and must not be used by our community. Please respect their property.

If you pick up your child in the courtyard, please park in the lot at 3:00pm and proceed to the courtyard prior to the end of school. Once the Express pick-up lines start moving, the parking lot is off limits to all walkers.

Religious Observances

Students will be granted excused absences when the School's schedule conflicts with religious holidays. A written notification by the parent to the teacher and the front office is necessary.

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; or who has been ordered to supervised visitations. Another denial of access issue is 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: 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 families 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 21 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.

Safety and Office Communication

Clear Communication: This is essential in any emergency situation. We will use no special codes in our plan. Our announcements from the office will provide you with as much information as we can safely provide. For instance, if we are in a school lockdown process, we will say that directly to all staff and students over the intercom.

Fire Drills: We will start every year with an announced practice fire drill. All classrooms must have clear routes for building evacuation posted. If you need an evacuation route sign, please inform the HOS immediately. Teachers will lead their students to designated areas outside the building. It is important that teachers take attendance once their classes are outside the building and report any missing students to the Head of School. Never try to fight a school fire yourself. If we are in a real fire situation, please take your students far from the building so that there will be ample room for emergency vehicles.

Strangers/Intruders: Please be aware of our visitor badge on any person you see in this school. If there is a person without an office assigned visitor badge, please contact the office immediately. Do not take matters into your own hands, always call for assistance.

Violence: If a violent situation occurs, three thoughts must prevail:

- Look to the safety of your students
- Stay calm
- Call the office

The office will contact police and send immediate assistance. Do not try to intervene yourself. Wait for assistance! We do have trained staff in the area of student restraint and we need to utilize them.

Lockdown: If a serious situation occurs resulting in the necessity of a school lockdown, the following steps are necessary:

- Lock your classroom door from the inside with keys provided.
- Display a green or red laminated sign (provided) in both your classroom door windows and your outside windows. If there is no colored sign visible, emergency personnel will respond as if there were a crisis in your class.
- Be sure no one leaves your room.
- Stay away from windows.
- Be attentive to instruction from the office/police.

Child Abuse: We are all mandatory reporters (51A) of issues arising from the abuse/neglect of a student. If you notice any serious issues affecting the welfare of any student, please contact the office immediately. Patricia Fairbanks will coordinate and file all 51A reports from this school. We will give you as much feedback from the authorities as we are able relative to your report.

Building Evacuation: If a situation develops which requires us to abandon our building, on the direction of the Head of School or the Police, we will leave the school in an orderly manner and we will then gather in the lower level of St. Mary's Church. It is important that classes leave and travel in an orderly fashion, that attendance be taken at the church, and that the practice of all professional staff be calming and reassuring.

Violent Weather Alert: In the event of a tornado or other violent weather emergency, everyone should report to the auditorium immediately. You will know of a weather emergency by an announcement over the intercom from the HOS or the Front Office.

Building Safe Zone: In case it is necessary for the school to gather in a single place in this building, a similar announcement from the office stating: “We will all gather in the auditorium immediately” will be heard.

We cannot hope to encompass the myriad of possibilities for potentially dangerous situations in a school in a short plan such as this. These guidelines will be a baseline but can be adapted and modified over time with experience and staff input. Again, in any emergency situation, these actions must prevail:

- Look to the safety of your students first
- Call the office immediately
- Stay calm and reassuring

We hope that we will have no use for this plan and that it will remain precautionary. The professionalism you display every day will allow us to successfully confront any emergency situation.

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.

School Policies and By-laws

All School Policies and By-Laws are available on our website: www.bfccps.org. Once on the website go to About Us-Documents for the By-Laws and About Us-Policies for the policies.

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 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 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 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.

Destruction of Records: The regulations requires school officials to destroy a student's temporary record no later than seven 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. The Student Record Regulations are included in the Code of Massachusetts Regulations at 603 CMR23.00 thru the Department of Education.

Telephone Use by Students

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

Testing

Dynamic Indicator Basic Early Literacy Skills (DIBELS)

This is given to grades K-4 three times a year to measure early literacy skills.

Massachusetts Comprehensive Assessment System (MCAS)

As mandated by the state of Massachusetts, BFCCPS students take the MCAS tests. These tests are given during March, April, and May. Currently, the state requires that students in grades three through eight be tested each year in at least one subject. 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.

Transportation

Franklin residents who attend BFCCPS are eligible to ride the Town of Franklin school transportation system. Any BFCCPS student who does NOT reside in the Town of Franklin is not eligible to use the Town of Franklin transportation system and must provide their own transportation to and from school. BFCCPS does not offer its own transportation system at this time.

Pay to Ride and Bus Passes

The Pay to Ride application is available at the Town of Franklin Transportation office at the Franklin Town Hall 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 bused at no charge;

- Students in grades 7 and 8 are not eligible for free bussing.
- Students in grade 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 pro-rated 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)-553-4831.

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.

Kindergartners 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.

Bus Rules

The bus is an extension of the school day. All rules that apply in school, apply on the bus. Please review these bus rules with your children:

- 1) 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. Franklin Transportation does not permit students to ride on any other bus than the one they are districted to ride on.
- 2) The driver of the bus is in charge of his/her bus and students need to listen to rules of the driver.
- 3) Students will wait on the side of the road and proceed when the driver signals them to approach the bus.
- 4) If the driver feels the need to assign seating, s/he may do so. All kindergartners will ride in the front seats of the bus.
- 5) Students are to stay seated in their original seats when they board the bus. There is no seat changing once the bus is in motion.
- 6) No hands or backpacks are to be extended out the windows.
- 7) No materials of any kind may exit windows of the bus.
- 8) There is no pushing, shoving, or striking on the bus. When the bus is in motion there is no moving about the bus for any reason.
- 9) There will not be any profane, abusive, or inappropriate language on the bus.
- 10) Students are not allowed to write on or deface the bus.
- 11) Absolutely NO EATING on the bus! (This includes lollipops and candy).
- 12) Students should carry their own bus pass at all times.

Any violation of one of the above rules constitutes a written warning. Three written warnings and the student loses their bus privileges for the year. These rules are for the safety of the children.

Bicycles

Children are allowed to ride their bikes to school and park them at the bike stand located on the grass to the right of the parking lot. While on school property, bikes are to be walked. **All bikes must be locked.** BFCCPS is not responsible for theft or vandalism. Children must wear helmets! **All helmets must accompany the student into school.** Helmets are not to be left with the bikes.

Visitor and Volunteer Badges

Please help us put safety first! All visitors to BFCCPS during school hours must use a buzzer to gain access to the school building. All visitors must report directly to the main office to sign in and receive a visitor's 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.

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.

Voluntarism

The importance of parent volunteers in the life of the school cannot be overstated. The school cannot thrive without parent volunteers. The school asks that each parent volunteer, 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) and the Benjamin Franklin Educational Foundation.

In addition, parents provide invaluable volunteer support as lunch and recess volunteers, as classroom volunteers, as chaperones for field trips, as members of Board Committees, as members of the Band Parents Association, and as leaders for many events throughout the school year including the annual auction.

The PCO (Parent Community Organization)

The PCO is the major parent volunteer group at BFCCPS that sponsors many events at school and engages in a major annual fund-raiser: the sale of wrapping paper and gift items in the fall. Committees include: After-School Enrichment, Arts Enrichment, Banking, Basket Raffle, BFCCPS Banking, Book Fair, Destination Imagination, Fall Fundraiser, Family Nights, Family Social, Family to Family, Lego League, Picture Day, Room Parents, Teacher Appreciation, Teacher Grants, and Yearbook.

Committee sign-ups take place each fall.

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 short term mission is "to support the school's innovative mission and undertake a capital campaign for the construction of a new school facility in Franklin, Massachusetts." Long term, the Foundation will support the school's capital investments including the library and other academic programs.

The Benjamin Franklin Classical Charter Public School

Student Behavior 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.