



Student and Family Handbook

2018-19 School Year

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Overview

ABOUT OUR NAME

Innovation: From the latin word INNOVATES: “IN” into and “NOVUS” new, or literally, “To go into the new”.

Benjamin Franklin is often referred to as the first great American Author, printer, statesman, inventor, civic activist, musician, athlete, political theorist and a Founding Father – Franklin’s curiosity, creativity, ingenuity, and commitment to ongoing self-improvement are the embodiment of the spirit of American innovation. His pursuit of self-improvement was equaled by his commitment to the improvement of others. He founded the first lending library and the first fire department, and was instrumental in the founding of the University of Pennsylvania. He served as an ambassador, governor, and postmaster. From his early, anonymous feminist writings to his later actions as an abolitionist, Franklin demonstrated a commitment to equality for all.

Of all his accomplishments, Franklin is perhaps most often remembered for his experiments with electricity. Every school child remembers that “aha” moment with the kite, key, and lightning bolt. At the Franklin School of Innovation (Franklin), our students and teachers engage in the ongoing study and experimentation that leads to those “aha” moments of discovery.

OUR MISSION

Franklin is preparing the next generation of leaders, capable of solving problems and participating effectively and ethically as local and global citizens.

Through challenging academics, real-world learning, and community engagement, our students discover their potential, develop persistence, and recognize the value of others. Our graduates are ready for the future they will create.

At Franklin our educational experience is centered around the following Habits of Scholarship:¹

1. Inquiry and investigation: Students will explore the world both within and beyond their immediate environment.
2. Ethics: Students will examine issues from multiple perspectives and identify the full impact of actions.
3. Collaboration: Students will work effectively within a group, navigating different ideological, cultural, linguistic, social, and geographic barriers.
4. Leadership: Students will recognize the leadership capabilities of themselves and others, and use them effectively.
5. Persistence: Students will see actions through to the end, recognize failure as part of the process, and identify multiple paths toward objectives.
6. Action: Students will see themselves as active players in the world.

OUR VISION

At Franklin students are encouraged to apply their knowledge to real-world problems; creativity is nurtured, students dare to experiment and understand that failure is part of the process, and students learn the values, ethics, and skills that will help them grow into the leaders of tomorrow. Achieving this vision requires the input, wisdom, and commitment of an entire community.

Excellent teachers and administrators are central to our vision. Strong teaching, by teachers connected and committed to students, families, and one another, is key to our success. Franklin is committed to deep and continuous professional learning by teachers and staff, and to the creation of sustainable careers. Our teachers work as teams and engage in mentoring and sharing of talents and knowledge.

Community engagement is at the core of Franklin. Strong community engagement allows students to participate meaningfully in their community, and provides authentic audiences, motivation, and relevance to student academic efforts. We believe the oft-repeated phrase “it takes a village.” To become effective global leaders, our students need the opportunity to engage with the leaders of our own community.

¹ Adapted from Boix-Mansilla, V., and Jackson, T. Educating for Global Competence, retrieved from <http://asiasociety.org/education/partnership-global-learning/making-case/global-competence-prepare-youth-engage-world>) and Wagner, T. (2008). The Global Achievement Gap. New York, NY: Basic Books.

SCHOOL DESIGN

Franklin is a college-preparatory school that emphasizes strong academics, character development, and the pursuit of high quality work. Our school is small by design. Our faculty and staff know each student, personally and individually. Our culture is designed to challenge all students to achieve excellence. As an EL Education school, our educational model allows for depth of learning, and incorporates field experiences, sustained interdisciplinary learning, and a commitment to community service while meeting or exceeding the requirements of the NC Future-Ready Core graduation requirements.

EL EDUCATION

EL Education (formerly Expeditionary Learning) is a leading K-12 non-profit organization committed to creating classrooms where teachers fulfill their highest aspirations and where students achieve more than they think possible. With more than 20 years of experience helping new and veteran teachers in all settings, EL builds teacher capacity to ignite each student's motivation, persistence, and compassion. The EL model is designed to foster student engagement through learning expeditions that are challenging, connected to the real world, and in preparation for college and careers. EL Education defines student achievement in three ways: mastery of knowledge and skills measured by traditional standardized tests, high-quality work produced by students, and character measured through students' habits of scholarship grades. EL Education partners with more than 160 schools and 4,000 teachers serving 50,000 students in 30 states, and thousands of other teachers through its professional services work in New York and other states. For more information, visit <http://eleducation.org>.

The following form the core of Franklin's education structure.

- Learning Expeditions: Expeditions are long-term, teacher-designed studies, in which students are involved in original research, critical thinking, and problem solving. Often multi-disciplinary, learning expeditions are directly tied to curriculum standards, and explicitly focus on developing literacy as well as persistence, leadership, and collaboration. Most learning expeditions will incorporate field work and/or service learning and local expertise, expanding learning beyond the classroom walls. Expeditions culminate in student products that have value to an external audience – such as a research project on public transportation resulting in a presentation to the city council, outlining the findings and proposing resolutions. Expeditions were launched in the 2015-16 school year, and are reviewed and refined annually and continued at every grade level.

- Crew: Based on the concept that “We are all crew, not passengers,” Crew is an integral component of the Franklin experience. Teams of students and an adult advisor meet daily to discuss academic, social/emotional issues, college/career readiness, learn about and practice habits of scholarship and character traits, share accomplishments, and organize portfolios or exhibitions. Crew creates an opportunity to build stronger relationships between students and between students and faculty, further ensuring that every student feels a sense of belonging and competence as part of the learning community.
- 8th and 10th Grade Passages: Passages are public presentations in which students share evidence of their readiness for the next step in their education journey. Students reflect upon and share work that demonstrates mastery of specific academic standards as well as development of habits of scholarship and student self-assessment. Passages are an important opportunity for students to practice goal-setting, reflection, and connecting their learning to the longer-term goal of achieving college and career readiness.
- Senior Project: All seniors will complete a Senior Project, which incorporates independent research, an internship or a mentored independent study, and related service project. The internship will incorporate a compelling topic selected by the student, strong reading and writing components, fieldwork, and a final product that demonstrates the deepened understanding of the content studied and skills learned. The Senior Project is presented to a panel of students, staff, and community members, as the final opportunity for the student to demonstrate that she or he has developed the skills needed to become a leader, problem-solver, and effective and ethical citizen of the local and global community.
- Fieldwork: Learning extends beyond our classrooms and into the local and global community. Students at Franklin learn from fieldwork, experts, and service in addition to learning from texts. Students frequently work in the field during expeditions. When in the field, students are active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom. These experiences maximize students’ motivation to learn and achieve. Fieldwork is an integral aspect of learning at Franklin and is not optional. Students are expected to be prepared and to recognize their role as ambassadors for the school when they are working in the community. **Students will be excused from fieldwork only with the prior permission of the Executive Director or designee.**
- Service Learning: An important component in helping students learn to take action and initiative, we will look for opportunities to incorporate service learning throughout our curriculum and Learning Expeditions. Initially, our program will focus on service learning

opportunities within our local community and region - and even within our own school community.

Our Academics

Our academic program is designed to support the goal that every student at Franklin will graduate college-ready. The academic expectations increase in rigor and depth as students progress through the grades. From the moment they enroll at Franklin, students are developing the academic and character skills they require for college success.

COURSE LOAD

MIDDLE SCHOOL

Middle school students study four core courses: English Language Arts, Math, Science, and Social Studies. While each course is taught in discrete classes, teachers collaborate through Learning Expeditions and projects to create connections among subjects. In addition to the core subjects, all students participate in Crew, and have the opportunity to explore electives or enrichments. Our elective selection will vary by year, but will include opportunities for languages, the arts, and physical education. The middle school curriculum is designed to ensure that all students are prepared to follow a college-preparatory high school curriculum. Our math progression allows highly motivated students to complete Math 1 in 8th grade or to pursue the standard middle school math progression.

HIGH SCHOOL

Franklin graduation requirements meet the North Carolina Future-Ready Core course of study requirements; the Occupational Course of Study is available to eligible students. While our smaller school size limits the number of courses offered, we believe the high degree of personalization and differentiation of instruction, the strong connection between our faculty and our students, and the depth of learning offered through field work, internships, and expeditions will better prepare our students for a lifetime of learning and leadership. Our academic standards are high and it is our expectation that all students will graduate college-ready.

The high school follows a hybrid block schedule. Core subjects are taught on a year-long basis. Classes will generally be taught in 90-minute blocks on a rotating (every other day) basis. Information on specific courses will be provided each year in the course listings. Students will generally complete 7 credits each year (4 core subjects and 3 electives)

For both middle and high school, Wednesday schedules will be modified to accommodate early release, and will be flexible to allow for expeditions and service learning projects. **Since the early release provides time for teachers and leaders to participate in professional**

development, we ask that parents not attempt to schedule meetings with staff on Wednesday afternoons.

Admissions and Placement

The Franklin School of Innovation is intentionally designed to serve as a different model from local district schools. Our college-bound culture emphasizes personal accountability, intrinsic motivation, the ability to collaborate effectively, and a commitment to continual improvement. To thrive at Franklin, students will have or be committed to developing strong organizational skills and the ability to work independently and collaboratively.

Franklin is open to all students who are interested in our educational program who qualify for enrollment in North Carolina public schools. The school does not discriminate on the basis of race, color, national and ethnic origin, intellectual ability, measures of achievement or aptitude, athletic ability, disability, sexual orientation, or religion in administration of its educational policies, admission policies, scholarship and loan programs for after-school programs, athletics, or any other school administered programs. Please note that students will be expected to meet academic and behavioral eligibility standards to participate in after-school and athletics programs.

In accordance with G.S. 115C-238.29 the following categories of students are given preference in admissions: children of faculty at the charter school, and children of the Board of Directors (not to exceed 10% of the total enrollment or 20 students, whichever is less). Siblings of currently enrolled students are given preference. In case of a lottery, multiple birth siblings are entered into the lottery as one surname. If drawn, all are admitted if adequate slots are available.

Applications are accepted during a specified annual enrollment period, generally January – March. The dates of the application window are published on the school website. A rolling enrollment will continue if the number of applicants falls below the number of spaces available within a particular grade. If the number of applicants exceeds the number of spaces available in a particular grade, a lottery will be held in an open public meeting. Under G.S. 115C-391 Franklin may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired. The Executive Director will make this decision after the application process has been completed.

Students are enrolled for one academic year at a time. In February, parents must complete a **Letter of Intent** that secures their child's spot for the following year. Students who are currently enrolled and who have submitted re-enrollment papers by the stated deadline will be re-enrolled for the following year. In rare cases, the Board of Directors or the Executive Director may advise against re-enrollment due to a student's excessive absences or a repeated violation of the

school policies. Siblings of students who are currently enrolled and children of faculty and principals will be given preferential treatment for enrollment in accordance with state law.

We ask that parents keep us posted at all times regarding their plans for enrollment, and if you plan to withdraw, we ask that you notify Franklin immediately. Since a student cannot be enrolled in two schools at once, we will withdraw students from our roster when we receive written notification that s/he is enrolled in another school. If a student has been withdrawn from Franklin, but makes a decision to return after the space has been taken by another student, s/he will have to re-apply and go on the waiting list.

Prior to the start of school, and during the first semester of the school year, the empty seat will be given to the next person on the waiting list (as described above). No students will be admitted after the start of the second semester.

PLACEMENT

In making class placements, every effort is made to create classes that are balanced (by gender, age, developmental levels, academic abilities and special needs) to foster optimum academic and social growth of each child and the class as a whole. An exception is made for math classes. Many factors are taken into account when making these decisions including what is in the best interest of each and every student. Parental input is valued and given consideration in placement decisions, but the final decision is up to school leaders with respect to the student's best pathway toward college readiness. Parental input should be given in writing to the Executive Director by the middle of May or as soon as possible following enrollment in Franklin. The school retains final authority in placement decisions.

Attendance

ACADEMIC YEAR

The school year provides a minimum of 1,025 instructional hours and is divided into four quarters. The school calendar is developed annually and published on the school website. Consideration is given to the calendar of the neighboring school districts in the setting of the start and end of the year and school breaks.

ACADEMIC DAY

The school day will start at 8:15 and end at 3:15 for Middle School and 8:25 and 3:30 for High School. **On Wednesdays, school will end at 1:00 pm for Middle School and 12:50 pm for High School** to provide time for collaborative teacher learning planning. This planning time is essential to the EL Education model. Please note that some Wednesdays during the school

year are regular release days, not early release. These dates are noted on the school calendar, available on the school website.

INCLEMENT WEATHER POLICY

In the case of inclement weather, Franklin will announce delays or closures when deemed necessary by the Executive Director. Information regarding school closings or delays will be sent directly to all families via text and email. Closures and delays will also be announced on the school website and via WLOS. Please note that Franklin may not follow school closings or delays of Buncombe County, Asheville City, or other neighboring districts. It is important that all contact information be kept up-to-date to ensure accurate and timely notification of school closures.

For effective communication, we ask that you rely on the phone, email, website, or WLOS rather than calling or emailing the school for information about closures or delays.

ARRIVAL/DISMISSAL

ARRIVAL

Students may arrive on campus beginning at 7:45 am. Students should go directly to their assigned location. Note that students are not permitted to be in buildings other than their assigned location (e.g., high school students are not permitted in a middle school building before school or during lunch without specific prior permission). Students who are tardy report to the office to receive a pass prior to reporting to their assigned location. Once a student arrives at school, she/he is not allowed to leave before the end of the school day without prior written approval by their parent/guardian. Students must be signed out by a parent/guardian through the office. Student drivers (see section on student drivers, following) may sign themselves out only with the prior written permission of a parent/guardian.

Franklin provides a fee-based early care program for students who arrive before 7:45 am. This service is available from 7:00 - 7:45. Students sign in when they arrive. Families are expected to pay for the service on a weekly basis. A failure to pay for the service may result in loss of access to the early care program.

Note: We expect students to remain on campus after arriving each morning. To ensure student accountability and safety, any student leaving campus after arrival (even if before school), without parental permission or signing out, is subject to disciplinary action. This includes student drivers. Seniors who are authorized as student drivers (see Student Driver section, following) may sign themselves out of school with prior WRITTEN permission from parent/legal guardian. All other students must be signed out by an adult (parent/guardian or designated adult).

DISMISSAL

Students are dismissed at 3:15 or 3:30/1:00 or 12:50 on Wednesdays, unless otherwise indicated on the school calendar. Students who are not staying after school for disciplinary reasons, extra help or afterschool programs are to leave by 3:40 pm. Students who are at school after 3:40 will be sent to Franklin's fee-based after school Beyond the Bell program.

EARLY DISMISSAL

Please report to the school office if you are picking up your student prior to the end of the school day. The office will call the classroom to dismiss the student. We expect that students know who will be picking them up at dismissal. If there are restrictions on who may pick up your student please notify the school in writing.

STUDENT DRIVERS

The following guidelines set forth consistent expectations for students who wish to drive to school and park on the school campus. These consistent expectations will help maintain a safe environment for all members of our school community.

Policy

Driving to school is a privilege given to students by the Franklin School of Innovation Board of Directors and administrators. Serious and/or repeated violations of the school Code of Conduct, including Driving and Parking Lot Policy, will result in the loss of driving privileges.

The Franklin School of Innovation does not accept responsibility for theft or damage to vehicles and/or content.

Prior to driving to school, students must:

- Have a current driver's license, vehicle registration, and insurance.
- Meet the eligibility expectations for extra-curricular and athletic activities.
- Submit a completed Student Driving Registration Form and any supporting documentation and reasonable fees as required by school administration.

Registered student drivers must:

- Obey state vehicle and traffic laws and observe the school speed limit.
 - Drive only vehicle(s) that have been registered with the school.
 - Prominently display the official school driving tag.
 - Park in the designated parking lot.
 - Upon arrival at school, park vehicle and promptly proceed to the school building.
- Students are not permitted to loiter in or near vehicles, and are not permitted to leave

campus until the end of the school day. Students are not permitted in vehicles during the school day unless specific permission has been granted by the Director or Principal.

- Remain in academic and behavioral good standing.

Students may lose their driving privileges if they:

- Are academically ineligible for a given grading period;
- Park in areas other than the designated parking zone;
- Drive in a dangerous or reckless manner;
- Are truant;
- Exceed five (5) unexcused tardies or three (3) unexcused absences;
- Cut a class or lunch period;
- Transport other students off school grounds during the day;
- Leave school grounds during the day without authorized permission
- Loiter in the parking lot during the day;
- Give their car keys to another student;
- Drive to school without official school driving tag.

The Franklin School of Innovation retains authority to conduct routine patrols of the student parking lot and to inspect the exteriors of student vehicles on school property. The interiors of student vehicles may be inspected whenever a school authority has “reasonable suspicion” to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without a student’s consent, and without a search warrant.

PARKING, DROP-OFF, AND PICK-UP

We are aware that Pick-Up can test everyone’s patience. Sardis Road is a busy and under-built road. Attention to the safety of our students and faculty and a few general rules will help keep traffic flowing and keep our impact on Sardis Road to a minimum.

General Directions

- All traffic enters the school through the main driveway (between the Valvoline shop and Four Brothers Pizzeria). Traffic is one-way and exits through the driveway adjacent to the WNC Barbell Gym.
- **To start the 2018-2019 school year, we will be using three Pick Up Zones. Our traffic pattern will change as construction begins on campus; we will update families about coming changes throughout construction.**

See below section for details on which road to use for your student.

- For afternoon pick-up, please form three (3) lanes of traffic.
- The far right lane is for grades 5 and 6, 11 and 12. Traffic in the right lanes will merge into one lane when it turns the corner (at the cones).

- The middle lane is for grades 7 and 10. Traffic will merge to one lane when it turns the corner to enter the Drop-Off/Pick-Up Zone.
- The far left lane is for 8th and 9th grade; this lane may also be used for grades 7, and 10 if needed (you will merge right to pick up in front of Einstein building). If you are picking up for 8th or 9th grade, do NOT merge with other lanes- continue on the road extension to the 8th and 9th grade Pick-Up Zone.
- Speed limit on campus is 10 miles per hour.
- The Drop-Off/Pick-Up Zone is a Cell-Phone Free zone. Please demonstrate concern for the safety of our students and staff by turning your phone off in this zone!
- Pull to the FRONT of the Drop-Off/Pick-Up Zone. Students will walk along the sidewalk to their car. **Do not stop at the beginning or middle of the zone.**
- Do not arrive prior to 3:00 pm for pick up for middle school, or before 3:30 pm for high school. Early arrivers may be asked to park or to continue moving through the traffic pattern to avoid traffic backups.

Drop-Off and Pick-Up Zone

Drop-Off

Drop-Off for all students is in front of the Einstein Building. Pull to the front of the drop-off zone. Please DO NOT STOP in front of the Carver Building; this creates traffic jams.

Pick-Up

Grades 5 and 6, 11 and 12

When you enter Innovation Drive, please move to the far right lane and take the first road on the right. Pick up for these grades will be along this road.

Grades 7 and 10

When you enter Innovation Drive, please move to the middle or left lane. Merge into one lane at the turn for the middle road, and drive to the front of the Pick-Up Zone in front of Einstein Building.

Grade 8 and 9

When you enter Innovation Drive, please move to the left lane. Do not make the turn at the middle road. Continue on the road extension to the 8th grade Pick-Up Zone.

All traffic will merge into the exit road.

All traffic must turn right at the exit to Sardis Road. It is extremely unsafe to turn left at the exit. After turning right, you can use the turn at the corner if you need to go east on Sardis.

Carpools

If you are picking up 5th and 6th grade students, always use the 1st lane. If you are carpooling with high school students, please arrive at 3:30. You will still use the 1st lane to pick up.

If you have a carpool with ONLY 8th and 9th grade students (no other grades), use the last lane (the regular 8th/9th grade pick up lane).

All other carpools (those without 5th or 6th grade students) will use the middle lane, and will pick up in front of the Einstein building.

All carpools with high school students should arrive on campus no earlier than 3:30 on M, T, Th, F, and at 12:50 on early-release Wednesdays.

ATTENDANCE

School attendance is essential to a student's success. Every effort should be made to minimize unexcused absences. **Students who are absent from school may not participate in co-curricular or social activities on the day of that absence.**

Notification and Excuse Notes

Parents/guardians must provide a note upon the student's return indicating the reason the student was absent. The note needs to include the student's name, grade, reason for absence and parent's signature (actual or electronic). **If a student is absent due to illness for more than five consecutive days, or for more than five days in one quarter, a doctor's note is required.** All notes should be hand delivered to Angie Younger or emailed to attendance@thefsi.us. Please see below for a list of excused absences.

Middle School

Students who miss more than 20 days of school, excused or unexcused, may not be promoted to the next grade level. For prolonged illness under the care of a physician, the parent or guardian shall request a waiver from the attendance requirements from the Executive Director.

High School

Two types of attendance records are kept at the high school level for each student: 1) class attendance and 2) daily attendance. Class attendance is defined as a student's presence in a class for at least two thirds of the class period. Daily attendance is defined as the student being present for at least one half of the school day. **To receive credit for a course, a student must not have more than five (5) unexcused class absences per course. Absences are considered for each class and students must be present 2/3 of the class to be counted as present. In addition, High School student cannot miss more than 20 days of school, excused or unexcused, to be promoted.** Only class attendance is counted in order to

determine credit for each course. Out of school suspensions do not count as absences for class credit.

Tardy and Early Release

Arriving tardy and leaving early from class and/or school impacts student learning! Please try to minimize your student's late arrivals and early releases from school. **Please note that five (5) tardies to class or school equals one (1) unexcused absence AND five (5) early releases from class or school equals one (1) unexcused absence.** Please see the Unexcused Absence section below.

Excused Absences

The State Department of Instruction defines an excused absence as follows:

- Illness or injury
- Quarantine
- Death in the immediate family
- Medical or dental appointments
- Court or administrative proceedings
- Religious observations
- Educational opportunity: When the student misses school due to a valid educational opportunity and **obtains the Executive Director's prior written approval.**
(Note: Educational opportunity leave will not be excused if taken during the first twenty days of school, before/after scheduled school holidays, or during the last ten days of school.) Please refer to the section on Pre-Planned Educational Leave for more information.

All other absences are unexcused or unlawful, including vacations or no reason indicated.

Please note: Students who are ill should remain home to recover. Students who come to school with a temperature of 100 degrees Fahrenheit, vomiting, or diarrhea, or with an undiagnosed rash, or symptoms of other contagious conditions, will be sent home from school and may not participate in school activities until they are symptom free.

Unexcused Absences

In the case of unexcused absences, the school shall make the following attempts to notify the parents/guardians:

- Each day: Automated telephone call to parents notifying them of absence.
- Three days: Written notice will be sent via US mail to parents/guardians.
- Six days: Written notice will be sent via US mail to parents/guardians.
- Ten days: The Executive Director will send written notification of a potential violation of compulsory attendance requirements and of the school's duty to report the case. A meeting will be requested to determine the cause of the absences, and to establish a plan for better attendance at school.

If the absences remain unexcused and the Director determines that the parent/guardian has not attempted to comply with compulsory attendance law, the case will be referred to the District Attorney's office in accordance with the Compulsory Attendance Law, G.S. 115C378.

Attendance Make-Up Policy

If a high school student is absent for five or more days in one class OR if a high school or middle school student has missed more than 20 days total for the year they will have an opportunity to make up the days to receive credit and/or be considered for promotion.

- Make-up sessions will be announced, starting after the first quarter of the year. Make-up sessions will be held after school and/or on Saturdays.
- Students who do not make up the absences will receive an F for the course.
- The cost is \$5.00 per class for one make-up session held during the school year; payment is due on the day that the session(s) occurs. Credit will not be awarded until payment is made.
- Fee adjustments may be issued to students eligible for free or reduced lunch upon request. Please contact the school counselor.
- From time to time the school may offer full-day make up sessions. The fee for these days will be \$10.

PRE-PLANNED EDUCATIONAL LEAVE POLICY

Parents should not take their students out of school unless it is an emergency or an extraordinary learning experience. Franklin students actively engage in learning experiences that are not easily replicated outside the classroom or at home.

Especially at middle and high school levels, excessive absences put the student at risk of falling behind academically.

Pre-planned Educational Leave absences are intended to be used for educational trips and unique learning opportunities. ***They cannot be used to excuse a child for a family vacation, reunion or recreational trip.***

Pre-planned Educational Leave **will be denied during the first month of school** since classroom norms, expectations and routines are being developed at that time. Educational Leave will also be denied during planned statewide testing, including EOGs, EOCs, and the ACT Readiness exams.

Middle School

Students are allowed 5 days of excused, planned educational absences during the course of the school year. Note that **students may not miss more than 20 days of school, excused or unexcused**, to be promoted. While these are excused absences, parents need to be aware of the total number of absences their child has accumulated. If they exceed 15, the Pre-planned Educational Leave will not be approved.

High School

Students are allowed 2 days of excused, planned educational leave absences during the course of the school year. Visits to colleges are a good example of an approved educational absence. While these are excused absences, parents need to be aware of the total number of absences their child has accumulated. If a student has more than 3 absences in a class, educational leave will not be approved.

The steps for requesting a Planned Educational Leave are as follows:

- 1) At least 2 weeks in advance of the date of the pre-planned educational leave, turn in the Pre-Planned Absence Form to the School Counselor. The forms are available on the website under FORMS and can be requested in the office.
- 2) The form must be filled out with the dates and purpose of the leave, and include a brief description of the nature of your leave that includes the educational activities taking place.
- 3) Return the form to the School Counselor and together, develop a plan for independent study during the absence, in lieu of missed work. After the plan has been developed, sign the form and attach the plan which will be considered by the Executive Director for approval.
- 4) When the student returns from the pre-planned educational leave, the work should be handed in to the teacher within 1 week. When it has been determined to be complete and of high quality, the teacher will inform the Administrator the absences are to be excused.
- 5) The following guidelines should be considered when requesting a Planned Educational Leave:
 - Students and parents are responsible for talking with their teachers and getting their work (or if pre-approved their special project) prior to the last day of school before the Educational Leave. Responsibility for Learning is an EL Design Principle, and an important trait to develop for college and career readiness.
 - Teachers are not responsible for giving students tutoring due to days missed with a planned absence; if needed, students and parents are responsible for obtaining a tutor on their own.
 - Tests, major projects, research papers, and quizzes given during the student's absence must be turned in/made up by the 5th day after a student returns. Failure to make up the tests and quizzes will negatively impact assessments / grades.
 - Students may be required to make up their work either during break time or after school if no other time is available during the day.

NOTE: Any pre-planned educational leave beyond the 5 (middle school) or 2 (high school) days allowed will be unexcused.

MAKE-UP WORK

One of Franklin's Habits of Scholarship is "Action". One way that students are expected to demonstrate action and the EL Education Design Principle of "Responsibility for Learning" is by making up homework and material missed due to absences. While teachers are expected to support and assist students, the responsibility belongs to the student. Students should coordinate with teachers to arrange for completion of assignments in a timely manner. In the case of a planned absence, students may work with their teachers to obtain work in advance. For prolonged illness under the care of a physician, the parent, guardian, or custodian shall request a waiver from the attendance requirements from the Executive Director or designee.

COMMUNITY ACCOUNTABILITY AND CHARACTER EDUCATION

Dress Code for Middle and High School

The goal of our school dress code is to create and maintain a safe learning environment. Students have the freedom to select clothing that is comfortable, while learning to make choices that are appropriate to the situation. Franklin is a hands-on, project-based, expeditionary learning environment. Students are often outside and/or engaged in active, physical activity.

Students must select clothing that is suitable for all scheduled classroom activities, including physical education, field work, public speaking, and formal presentations. Clothing must not pose a threat to the health or safety of another member of our community, or make another member of the community feel unsafe.

The dress code shall not prohibit clothing worn as an expression of sincerely held religious beliefs.

The dress code applies equally to all students.

Students must wear:

- Clothing that includes a shirt, bottom (pants, sweatpants, shorts, skirt, dress, leggings, or dress), and shoes.
- Clothing that covers buttocks, genitals, breasts, and torso. Fabric covering these body parts must be opaque.
- Clothing that covers undergarments. Waistbands and straps are excluded from this requirement.
- Following our norm "Be visible and valuable", hats and other headwear must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff.

Students cannot wear or display:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same.

- Hate speech, profanity, pornography, nudity, or sexual acts.
- Images or language that creates a hostile or intimidating environment based on any protected class.

ENFORCEMENT

Every member of Franklin's faculty and staff is responsible for enforcing the dress code. We anticipate that most issues will be resolved directly with students, through discreet consultation between the faculty/staff member and the student.

- Every effort will be made to address dress code violations outside of instructional time.
- Students will be given the opportunity to correct the violation themselves (e.g., by putting on another article of their own clothing, borrowing from a friend, or as a last resort, by borrowing an item of clothing from the school).
- Repeated infractions or refusal to comply will be treated as Level 1 or Level 2 incidents, resulting in communication to parents/guardians. Students will not be subject to suspension or expulsion based solely on dress code violations.

Code of Conduct

Franklin standards for student behavior are as high as our academic standards. To become the next generation of leaders, our students need to develop a core of ethics that includes respect for themselves and others, empathy, compassion, and honesty. By establishing clear expectations for behavior, modeling this behavior through the actions of our faculty and staff, and supporting character development of our students through consistent, positive encouragement and logical consequences, our students will develop the skills of ethical leadership that will serve them throughout their education and beyond.

Our school culture is based on the recognition that our actions are the result of choices we make, and we accept responsibility for the consequences of our choices.

The following guidelines set forth our Code of Conduct in simple terms:

- 1. I will do my best academically, socially, and personally.**
- 2. I will take responsibility for my behavior and performance.**
- 3. I will act with compassion.**
- 4. I will be honest with myself and others.**
- 5. I will accept the consequences of the choices I make.**

We expect all members of our school community to demonstrate respectful behavior within our school buildings and when participating in any school-related activities. The following further explains our behavior expectations:

CELL PHONES AND PERSONAL MUSIC, VIDEO, OR GAMING EQUIPMENT

Students are permitted to have a cell phone at school. However, cell phones are to be stored out of sight, and must not ring or vibrate during the school day. Phone calls or texting are not allowed during school hours without explicit teacher permission. **We ask parents/guardians to refrain from calling or texting their students during school hours.** Students who text or use their cell phone for any purpose during school hours without permission will have their phone confiscated until the end of the day. Repeated misuse of cell phone and texting will result in a loss of the privilege of having a phone in school.

In general, the use of personal music, video, and electronic gaming equipment (iPods, hand-held electronic games, etc) is the same as for cell phones. These devices should be turned off and stored out of sight during school hours.

Please refer to the Technology Use section of this handbook for policies regarding use of computers, tablets, or other technology devices for educational purposes.

LANGUAGE

Student and staff language is expected to reflect respect for all members of our learning community. Language that demeans, insults, harries, or humiliates another member of our school community will not be tolerated. The following guidelines should be used in choosing respectful communication:

- No swearing or use of profane language.
- Refer to body parts by their proper names.
- Do not refer to someone's race, gender, sexual orientation or religious beliefs, physical appearance, or abilities with contempt or judgement.
- Be aware that in public spaces your language affects more than just the people with whom you are talking.
- In all speech, remember that words can hurt.

We do not yell or raise our voices in anger or conflict.

PUBLIC DISPLAYS OF AFFECTION

Hand holding and brief, friendly hugs are permissible. More extensive displays of affection are not permitted on school grounds or at school events.

FOOD AND DRINK

Students are encouraged to bring water bottles (with water only). Food is to be eaten at designated times (lunch and designated snack times); eating is not permitted during class time.

At no time is food or drink (including water) allowed near computers or laptops or other school-owned equipment that could be damaged by accidental spills.

FIELDWORK

Students at Franklin often learn in and from the community. Whenever students are in the field, they are school ambassadors and are expected to represent themselves and Franklin appropriately. All school norms and the code of conduct remain in effect. Fieldwork is a central part of our curriculum and an expectation for all students. Students are required to participate in fieldwork unless they have a legitimate medical or physical reason. In rare circumstances, teachers or school leaders may choose to restrict an individual from a particular fieldwork experience in order to keep the remaining students safe and engaged.

RESPECT FOR OUR COMMUNITY

RESPECT FOR CULTURAL DIVERSITY

Our school reflects the diversity of our region. Everyone in our school community has a wonderful opportunity to learn from their peers –an opportunity that extends to matters of language, race, gender, sexual orientation, class, socioeconomic status, religion, disability, family structure, and cultural traditions. Students, faculty, staff, and all other members of our community are expected to offer the same respect to others they wish to receive themselves.

RESPECT FOR INDIVIDUALS

Respect, at a minimum, means an environment free from bullying and harassment. Bullying or harassing behavior is any pattern of gestures or written, electronic, or verbal communications or any physical act or threatening communication that takes place on school property or at any school-sponsored function that:

1. places a student or school employee in actual and reasonable fear of harm to his or her person or property; or
2. creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits, or interferes with a staff member's ability to work.

Bullying, cyber-bullying, hazing, and gossip are forms of harassment. Harassment may be student-to-student, staff-to-student, student-to-staff, or staff-to-staff. Harassment may be offensive to a person for a variety of reasons, including his or her gender, race, ethnic background, religion, age, sexual orientation, ability or disability, socioeconomic status, academic status, or physical appearance.

Sexual harassment is harassment of a sexual nature; this can include a range of behaviors including sexual insults and name-calling, off-color jokes, sexualizing another person based on clothing choices, intimidation by words or actions, offensive touching, and pressure for sexual activity.

Any student or staff member who believes he/she has experienced or witnessed harassment or bullying is encouraged to bring this to the attention of a teacher or administrator immediately. Parents or guardians who suspect their child may be subjected to harassment or bullying are encouraged to contact the school immediately. Your student's Crew leader, teacher, counselor, Principal, or the Executive Director are all available to address this issue. Harassing behavior is subject to immediate disciplinary consequences up to and including expulsion. It may also be grounds for legal action and fines through the civil justice system.

RESPECT FOR THE ENVIRONMENT

EL Education incorporates the values of Kurt Hahn, founder of Outward Bound, who recognized the importance of a direct and respectful relationship with the natural world. All members of our school community are encouraged to seek and advocate for ways to make our school reflect this value. Examples include making use of recycling and composting options, reducing energy use when possible, and following the tenet of "leave no trace" when engaging in fieldwork or participating in outdoor activities.

This respect should be extended to our facilities as well. All members of the school community should "Leave No Trace", and demonstrate stewardship and service to our campus by keeping it clean and safe.

RESTORATIVE JUSTICE

At Franklin, mistakes are viewed as opportunities for growth and education. Franklin's approach to handling disciplinary situation is based on the belief that behaviors can be changed and learned, and therefore our discipline procedures differ from some schools.

We implement aspects of restorative justice, often in lieu of traditional, punitive consequences such as detention or suspension. Restorative justice focuses on repairing any harm, to individuals or the community, caused by a poor decision. It's also most effective when those most affected by the action are directly involved in finding resolution.

Peer accountability, through mediation, class circles or through our Peer Support Council, can be a powerful learning experience for students in learning how they can best contribute to the school community and maintain healthy, positive relationships. Community accountability may include discussions, apologies for behavior, and/or specific work assignments related to the

action or behavior. For example, damaging property may result in work to fix, restore, or replace the property.

Most behavior issues will be handled by the students and staff immediately involved. The skills of conflict resolution, problem-solving, and personal communication are explicitly taught in classes, along with relational character traits such as compassion, integrity, and honesty. Faculty and staff model these skills and traits and provide immediate support for positive behavior and re-direction for behaviors that are unwanted. A wide range of preventive and corrective strategies will be utilized to minimize out-of-school suspension and expulsion, including contact and/or conferences with parents/guardians, behavior contracts, referral to school counselor, and attempts at restorative justice.

Students with Disabilities will have their entitled provisions from their Individualized Educational Program Plan or Section 504 Personal Student Plan addressed for all discipline measures for students with special needs. Franklin will follow the North Carolina Discipline Procedures (NC 1504-2) policies governing services for children with disabilities, including indications that a student with a disability is not expected to meet the regular discipline code and what modifications of the code are required and/or the use of SMART In School Suspension (ISS) to continue services for students with special needs while in ISS.

Disruptive and disrespectful behavior that goes beyond classroom intervention will be referred to the appropriate Principal and families so they can become involved in addressing and resolving that behavior. In rare cases, the Principal and/or other school faculty may take disciplinary action immediately, prior to notification of families, in order to ensure the safety and well-being of all students and school employees. In these cases, parents/guardians will be notified as soon as reasonably possible.

PEER SUPPORT COUNCIL

At Franklin, we seek to build problem solvers and empower students to be active participants in shaping the school culture they strive to have.

To that end, the Peer Support Council (PSC) was formed in 2015. The PSC is a group of students elected by their peers. They are tasked with being leaders in creating and maintaining positive school culture. Their roles are many, but include:

- Facilitating community accountability circles to discuss incidents of student misconduct and explore restorative justice interventions and/or solutions.
- Coordinating student mediations to resolve conflicts respectfully and before they escalate.
- PSC members are resources to teachers and/or administration in supporting students in-class as various situations arise.
- When the PSC completes a community accountability circle, they make a restorative justice plan recommendation to the Principal. The Principal may then decide to assign or

alter the plan before assigning to any student. The PSC is responsible for setting a date and assigning a member(s) to follow-up that all aspects of the plan are being met in a satisfactory manner.

- Franklin aims to effectively use student-led restorative justice as an alternative to suspensions and traditional discipline, though reserves the right to suspend or use other consequences should students choose not to honor the process led by the PSC.
- PSC members take an oath of confidentiality to ensure student's rights and privacy are protected. Failure to keep this oath means removal from the council.
- Separate MS (6-8) and HS (9-11) PSC's are elected and operate independently of each other.
- After the Council is elected, it will vote to elect a Chair and Vice Chair to lead meetings for the school year.
- Council membership is dependent on an 85% or higher Crew and/or Habit of Scholarship grade.

Students attend trainings to better serve as mediators to contribute to a positive climate in both the classroom and school-wide. Peer mediation can turn negative student behavior into positive student leadership.

Benefits of Peer Mediation:

- Enhances teachers' ability to address conflict
- Helps change negative student behavior
- Gives students insight into why and how conflict plays out
- Empowers students to address problems themselves and for their peers.

CORPORAL PUNISHMENT

Franklin will not use corporal punishment. School personnel may use reasonable force to control behavior or to remove a person from the scene in situations only when necessary, including:

- To quell a disturbance threatening injury to others;
- To obtain possession of weapons or other dangerous objects on the person or within the control of a student;
- For self-defense;
- For the protection of persons or property; or
- To maintain order on school property, in the classroom, or at a school-related activity on or off school property.

Franklin has staff trained in nonviolent crisis interventions and certified in CPI Physical Interventions.

Please refer to North Carolina G.S. § 115C-391

<http://law.onecle.com/north-carolina/115c-elementary-and-secondary-education/115c-391.html>
regarding corporal punishment, suspensions, and expulsions under North Carolina law.

STRATEGIES AND CONSEQUENCES FOR VIOLATIONS OF BEHAVIOR EXPECTATIONS

The following chart of progressive strategies and consequences sets forth recommended responses to violations of our established behavior guidelines. Disruptive and disrespectful behavior that goes beyond classroom intervention will be referred to the Principals, who will in turn work with students and families to seek a solution. Teachers and the school administrators retain the discretion to modify disciplinary procedures and consequences, and/or to take more severe and immediate action when deemed necessary and appropriate.

Behaviors Managed by Teachers	
Level 1: <ul style="list-style-type: none">• Tardiness• Unintentionally distracting others• Rude or inappropriate language• Making excuses to avoid responsibility• Refusal to do work	Level 1: <ul style="list-style-type: none">• Redirect or remind• Conference with student alone to determine “root cause” of behavior• Change seat or table partners• Facilitate verbal apology when appropriate• Consult colleagues to seek alternate instructional strategies• Consult with administrator and/or counselor• Consult with parent and crew leader if becoming a persistent issue with the potential of escalating to a level 2• Consult with Grade Level Team
Level 2: <ul style="list-style-type: none">• Repeated level 1• Intentionally distracting or disrupting others• Using abusive or profane language• Leaving assigned location without permission• Plagiarism/ Cheating• Lying to hurt others• Refusing to comply with a teacher’s	Level 2: <ul style="list-style-type: none">• More immediately, remove student from core group to:<ul style="list-style-type: none">○ complete a reflection form○ take a brief “time out”○ complete classwork in a more isolated environment;○ Involve stakeholders to create action plan for student success by:

request	<ul style="list-style-type: none"> ○ Consulting parents and Crew leader with the student present (at lunch or after school) to discuss options ○ Consulting with Counselor, Peer Support Council, EC Coordinator and/or Principal ○ Plan next steps with Grade Level Team ● Restore trust in the classroom community by: <ul style="list-style-type: none"> ○ Requiring restitution over recess, lunch, or after school ○ Facilitating a public verbal or written apology ○ Referring to Crew leader for restorative justice circle
Behaviors Referred to the Division Principal	
<p>Level 3:</p> <ul style="list-style-type: none"> ● Documented persistent or repeated level 2 ● Harassment ● Vandalism ● Fighting ● Theft ● Possession of alcohol or drugs ● Leaving school without permission ● Entering school without permission during suspension period ● Verbally threatening to harm another person ● Certain cases of possession of non-lethal weapons (eg: accidentally bringing a pocket knife to school) 	<p>Level 3: The range of actions to be taken by the Principal includes:</p> <ul style="list-style-type: none"> ● Referring to and updating Action Plan developed in Level 2 to identify effective strategies ● Conferencing with student regarding behaviors ● Notifying and consulting with parents/guardians ● Consulting with Peer Support Council for first offense ● Suspending the student (length dependent on the issue and past history); requiring restitution to restore disrupted relationships ● Referring student to the Executive Director for possible expulsion <p><i>Principal has some latitude to determine in or out-of-school suspension, up to five days. All suspensions over five days require consultation with the Executive Director. All out of school suspension requires re-entry conference with student & parent.</i></p>

	<p><i>Following actions are automatic out-of-school suspensions:</i></p> <ul style="list-style-type: none"> • <i>Physical contact with the intent to cause harm (e.g. punching, slapping, kicking, actual fight)</i> • <i>Sexual harassment²</i> • <i>Racial or “hate crime” harassment</i> • <i>Possession of drugs/alcohol</i> • <i>Possession of lethal weapon</i> <p><i>Peer Support may be used for reintegration after suspension for Level 3 incidents.</i></p>
<p>Level 4:</p> <ul style="list-style-type: none"> • Repeated Level 3 • Use, Distribution/Sale of Drugs • Violent or Sexual Assault or Harassment • Possession of a lethal weapon • Use, Distribution or Sale of weapons, explosives, or other dangerous substances • Threats of terrorist nature or hate crimes • Reckless endangerment of others • Falsely reporting a bomb threat or fire alarm 	<p>Level 4:</p> <ul style="list-style-type: none"> • Long term suspension or expulsion, with written notification to parents/guardians. • Note that false bomb threats shall result in, at minimum, an immediate suspension of 365 days. <p><i>All Level 4 incidents are reviewed by the Principal and Executive Director. These cases DO NOT go to Peer Support, and restitution is not a sole option.</i></p>

REPORTING BY ADMINISTRATOR OR SCHOOL STAFF

Infractions of school policy that may also be a criminal violation will be reported to the proper law enforcement agency. In such cases, school officials will cooperate fully with the law enforcement agency. School procedures will proceed independently from the criminal investigation and prosecution. The Executive Director will notify the Board of Directors of any report made to law enforcement officials.

² As defined in Title IX of the Education Amendments of 1972. Definition can be found here: <https://www2.ed.gov/about/offices/list/ocr/docs/sexhar01.html>

IN-SCHOOL SUSPENSION

As an alternative to out-of-school suspension and consistent with our commitment to helping students take responsibility for their actions, in-school suspension may be utilized when removal from the student's immediate learning community is necessary to restore trust, safety, and/or give the student time to reflect, regroup, and catch up before re-entering class.

In-school suspension will be served under the supervision of the Principal, School Counselor or other individual as designated by the Executive Director or Principal, and will provide students a structured space and support to continue academic work and to respond to the behavior infraction. While serving in-school suspension, students must:

1. Complete a description of the behavior that resulted in the suspension.
2. Complete a letter to parents/guardian accepting responsibility for the behavior and outlining the steps that will be taken to prevent recurrences.
3. Complete work assigned by teachers.
4. Prepare a written or verbal apology to the staff and students affected by the behavior.
5. Participate in counseling as directed by staff.
6. Students with special needs may utilize SMART ISS. SMART ISS incorporates the student receiving all their regular and special education work, regular or EC teachers are monitoring whether special education instruction is provided (for students with resource and content mastery on their IEP), whether related services and modifications continue to be implemented, and, ultimately, whether the student made progress while at ISS.

Note: students that have earned suspensions may be asked to serve on Saturday mornings on campus at Franklin.

DUE PROCESS

Suspension from school is a disruptive and serious measure and will be utilized when other efforts to mitigate or resolve behavior issues are not successful, or when the infraction in question is of a nature that warrants a serious response. Students subject to suspension or expulsion are afforded procedural due process as follows:

- Short-term suspension is removal from school for a period of ten school days or less. Short-term suspension requires approval from the Executive Director and follows an investigation of the infraction which shall include consultation with the student, the referring faculty/staff member, the peer advisor, and notification to parents/guardians.

The suspended student will have the opportunity to take any quarterly, semester, or grading period exams missed during the suspension period. Appeals to the Executive Director must be requested within two days. An appeal hearing board will consist of the Executive Director, the referring faculty/staff member, and the Crew advisor. For students with disabilities, the IEP Team or 504 Team will convene with or without a manifest determination as needed.

- A long-term suspension is removal from school for a period of more than ten days but less than the remainder of the school year. Long-term suspension requires approval from the Executive Director following an investigation as for the short-term suspension as well as written notification to the parents/guardians of the cause of the suspension. Long-term suspensions may be appealed to the Board of Directors within 30 days. The Board of Directors must respond to any requests for appeal within a reasonable timeframe, and may call a special Board meeting or appoint a grievance committee to hear the appeal if a Board meeting is not scheduled within a 30-day timeframe.
- The student and/or parents/guardians have the right to respond to the charges, present witnesses, receive notification of all evidence, receive notification of outcome, and right to appeal.
- The procedures for expulsion are the same as for long-term suspension.
- Notwithstanding any of the above, the Executive Director reserves the right to suspend a student immediately if s/he believes such removal is necessary to restore order or to protect individuals or school property.
- In all cases of suspension or expulsion, a parent meeting with the Executive Director and/or Principal is mandatory before the student is allowed to return to school. A restorative circle, with the Peer Support Council and/or a student's Crew, may also be required before re-integration is complete.

Federal law requires that we forward disciplinary records with respect to suspensions or expulsions when students transfer to other schools.

PROCEDURES FOR EXCEPTIONAL CHILDREN

The Individual Education Plan of every student with special needs will indicate if the student is not expected to meet the regular behavior expectations, and if not, what modifications to those expectations are required. The Director of Special Services will be notified along with the Crew Advisor for all disciplinary consequences above Level 1. All recommendations for suspensions shall be reviewed to determine if the infraction is related to the student's disability. In the case of any long-term suspension, if the infraction is determined by the IEP team to be unrelated to the student's disability, the parents/guardians may appeal the suspension at the school-based level or appeal the IEP team's decision by filing a petition for an impartial due process hearing with an administrative law judge as outlined within the North Carolina Department of Public Instruction Procedural Safeguards: Handbook on Parents' Rights. No student with special needs shall be suspended for more than ten cumulative days in the school year except as provided in 603 CMR 28.388.5- .338.7 or as set forth in State DPI guidelines.

Any removal over 10 consecutive school days is a long-term removal. These will generally take the form of interim alternative education setting or expulsion. Manifestation determination requirement and framework does not apply to situations where school personnel remove

students for less than 10 days (i.e., short-term removals), except in certain cases as defined by statute. These may include:

- (1) the removal is for more than 10 consecutive school days; or
- (2) the child has been subjected to a series of removals that constitute a pattern—
 - (i) because the series of removals total more than 10 school days in a school year;
 - (ii) because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - (iii) because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

§300.530(e) Manifestation determination.

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

If the IEP team determines that the infraction is related to the student's disability or to an inappropriate IEP, the student will not be suspended. The IEP team will work with the student and parents/guardians to adapt the IEP according to the student's disability. If there is disagreement about the new program, the parents/guardians may request a hearing. Until the conflict about the new program is resolved the student must continue the previous IEP.

GRIEVANCE PROCEDURES

The Franklin School of Innovation, Inc., is a tuition free public charter school. At Franklin, we expect all members of the community to model the Code of Conduct we ask our students to follow, including taking responsibility for our behavior and performance, acting with compassion, and being honest. We recognize that disagreements and conflict will occur, but we aim to resolve problems and grievances promptly and as close to the source as possible. We also understand that there are times when resolution may require further discussion and action at levels outside the immediate parties to the conflict. The grievance procedure provides a graduated process for resolution. The following principles guide the procedure:

- Individuals should seek to resolve questions and problems informally and directly whenever possible by having a face-to-face conversation with the person who they have a grievance against
- Complaints must be fully and clearly described by the grievant
- Individuals should be provided with full details of any allegations against them, and must be given the opportunity to provide their side prior to resolution
- The resolution procedure will be conducted promptly, honestly, fairly, and without bias

Informal Procedure: Individuals are encouraged to seek resolution directly through discussion with others with whom the individual has a concern. Arrange for a mutually convenient time to discuss the concern. If the parties are unable to resolve the concern informally, or in cases where the grievant is uncomfortable handling the issue personally, the grievant should bring the complaint to the appropriate supervisor. If the issue cannot be resolved in an informal manner, the grievant may initiate a formal grievance procedure.

Formal Grievance Procedure: Individuals should attempt to seek informal, timely resolution before filing a formal grievance, unless doing so is ineffective or otherwise not feasible.

The formal grievance procedure is initiated by submitting a written request (per form provided by the school) for a formal conference with the Executive Director. The request shall succinctly state the specific grievance(s), the supporting facts, relevant dates and individuals, and shall identify any specific policy, rule, regulation or law believed to have been violated, and shall provide other relevant information to help the Executive Director adequately understand the nature of the grievance.

The request shall be filed within ten (10) business days of the most recent incident(s) or the last informal attempt to resolve the grievance.

Upon receipt of the written grievance, the Executive Director (or designee) shall provide a copy of the formal grievance to all other persons implicated, and shall reasonably investigate and consider the matter (which may include meeting with the parties involved) and issue a decision within ten business days. Additional time may be granted for the Executive Director's decision when reasonably required by the circumstances. The Executive Director will state their decision

in writing and a copy will be given to all involved parties. All deliberations will be held in confidence where feasible and involve only persons in a need-to-know position. A decision by the Executive Director under these grievance procedures shall be considered a “final administrative decision.”

Right to Appeal to the Board Grievance Committee: A person has the right to appeal any final administrative decision affecting a constitutional or other legal interest and/or an interest of the type listed below:

- Expulsion or suspension of a student for more than 10 days;
- An alleged violation of a specified binding federal law, State law, State Board of Education policy or other rule, or local board policy;
- The loss or reduction of salary of a school employee under a specific-term contract who is not employed at will; and
- Any other decision that by law provides for a right of appeal to the school board and for which there is no other statutory appeal procedure.

Any person seeking a hearing under this section may request, within 10 school days after the Executive Director’s final administrative decision, a Board hearing by submitting to the Board Chairperson a written request by certified mail or personal delivery. The person(s) making such request shall also promptly deliver a copy of the hearing request to the Executive Director.

Discretionary Appeals to the Board: A person aggrieved by a matter that is not an alleged violation of a specified binding federal or state law, federal or state regulation, binding State Board of Education policy or procedure or local board policy or procedure, may submit a grievance to the Board Chairperson. The grievance shall be submitted in writing, by certified mail or personal delivery, within 10 school days of the final administrative decision. The Board has the discretion to respond or not to the grievance. The Board shall notify the person making the request and the Executive Director of its decision, and, if a hearing is granted, the hearing’s time, place, and manner.

Board Hearing Procedures: The Board will review all prior documentation and schedule a timely meeting(s) with the grievant, the person against whom the grievance is filed, the supervisor(s), and parties involved.

In all appeals to the Board, the Board shall provide proper notice to all parties concerned and keep a record of any hearing conducted. In the case of hearings required by right all parties have the right to appear before the entire Board, to be represented by counsel, to submit documentation, and to examine and cross-examine witnesses. Hearings involving student suspensions or expulsions shall conform to the requirements of Article 27 of the North Carolina General Statutes. In the case of an employee grievance concerning a salary loss or reduction, the employee may request and shall be entitled to receive written notice as to the reasons for the final administrative decision. This notice shall be provided to the employee at a time reasonably in advance of any Board hearing.

For all discretionary hearings allowed by the Board, the hearing may be based on the written record, or by the parties’ personal appearance. The Board reserves the discretion to determine

the manner in which it shall conduct such hearing. Board hearings (by right or by discretion) shall be conducted within 10 school days from the date the hearing is requested, unless circumstances reasonably require additional time. A final Board decision shall be rendered and delivered in writing to the respective parties within 5 school days of the hearing's conclusion. The Board's decision shall be final.

School staff and the Board will consider requests to hear grievances from a group of grievants, but staff and the Board have the discretion to respond to individual grievants.

SEARCH AND SEIZURES

School personnel have the authority to conduct reasonable searches and seize materials in accordance with school policy for the purpose of maintaining a safe school environment for all parties involved. A student or their effects (locker, purse, book bag, etc.) may be searched whenever school personnel have reasonable suspicion to believe that the student is in possession of illegal material or any items potentially dangerous to the health and safety to the school community.

If school personnel have reason to believe that a student is in possession of unauthorized materials, staff may ask the student to remove any overcoat or jacket, hat, shoes and socks, empty pockets, shake out sleeves, shirts, bras, pant legs; and empty personal effects. This type of search would only be done in a private setting by a school official accompanied by an additional school official of the same gender. Parents or guardians will immediately be notified after the search.

"Pat down" searches may be conducted if personnel have reason to believe a dangerous item may be present and less intrusive searches have been ineffective. Again, any school official would be accompanied by a second adult of the same gender as the student and parents would be immediately notified.

Cell phones or any electronic device may be confiscated if school officials have reason to believe a student is using the phone to communicate information about items or behavior that is illegal, unauthorized or potentially dangerous to an individual or to the school. Any search of information in the phone will be done in the presence of a second school employee.

Assessment & Student Achievement

COMMUNICATING STUDENT ACHIEVEMENT

PURPOSE

EL Education schools share information about student achievement in a wide variety of ways, most of which feature **students as key communicators**. In this way, students are engaged throughout the assessment process. Students have individual responsibilities - they maintain a portfolio and discuss their learning during family conferences and passage presentations, and they participate collectively in communicating about achievement during public presentations of learning. At FSI, students understand what they have learned and why. They can speak to their own strengths, struggles, goals, and processes of learning, and they are prepared for college success. (excerpted from EL Core Practice 24)

COMPONENTS

I. The Portfolio

Purpose:

- To foster a commitment to schoolwide goals of Habits of Scholarship
- To provide students the opportunity to synthesize and reflect on their learning

Vision of Success: At FSI, grade-level portfolios, with sections for each subject, are the places where students house evidence of intellectual achievement. Students use these portfolios to present their learning at Student-Led Conferences throughout the year. Teachers analyze those portfolios and other classroom assessments to determine progress toward academic and character learning targets, which they share in report cards and conferences. These portfolios will ultimately serve as the basis for students' college applications.

II. Habits of Scholarship

Purpose:

- To communicate student growth in the habits and skills that will help them prepare for success in college, careers, and as engaged citizens

Vision of Success: FSI's Habits of Scholarship describe aspects of character that we value in their own right and believe are essential for a student's intellectual achievement and academic success. Habits of Scholarship are assessed separately from academic achievement. Academic knowledge and work habits are both important, but distinct, components of student success. In a traditional grading system, these two components are frequently averaged together, effectively masking individual strengths or weaknesses.

III. Student-Led Conferences

Purpose:

- To communicate with families and communities about standards and learning targets
- To build investment in High Quality Work

Vision of Success: We want students to be engaged in their assessment of growth, both academically and in character. This involves students reflecting on their work and how it demonstrates mastery of or growth towards standards, learning targets, and strong character. As a school, we invest significant time into this practice of reflection around and communication of student achievement. For SLCs at FSI, each student prepares a presentation (typically 20-30 minutes) that provides family members with an understanding of important work completed during the grading period. Students cull evidence and reflections from their Crew work before the conference. During the conference, students explain their progress toward learning targets, character targets and other goals in relationship to the work being shared.

IV. 8th, 10th, and 12th Grade Passages

Purpose:

- To build oral presentation skills
- To demonstrate a student's preparedness for the next step in his/her academic journey

Vision of Success: The 8th, 10th, and 12th grade Passage Presentations are opportunities for students to showcase their progress and demonstrate readiness for success in high school and beyond. In the presentations, students present selected work from their portfolios to a panel made up of parents, teachers, crew leaders, school administrators and invited community members. These presentations are longer than student-led conferences and include work from the entire school year and even across multiple years. The focus of these presentations is the growth and development of each student and his/her ability to reflect on that progress through evidence collected in the portfolio. These presentations will vary as the students grow throughout the years.

V. Celebrations of Learning

Purpose:

- Celebrate student work
- Demonstrate what students have learned
- Tell the story of the expedition

Vision of Success: FSI grade-levels organize exhibition nights or formal performances/presentations to celebrate the learning of all students. Families, community members, and school partners participate in exhibitions to act as an authentic audience, learn about the work of the students and the school as a whole, and honor student learning.

In addition to these student-centered components, FSI seeks to provide regular information regarding student growth and progress through quarterly progress reports, report cards, and participation in state-required standardized testing.

PROGRESS REPORTS AND REPORT CARDS

Progress Reports are issued at the end of the 1st and 3rd quarters. Students and parents have access to Canvas, Franklin's Learning Management System, as a way of monitoring student progress throughout the quarter. Students can demonstrate action by checking Canvas regularly for assignments and information on their progress in each course. Because we want students to develop the important skills of taking responsibility for their own learning, and advocating for themselves, we encourage parents to check Canvas along with their students. Parents may want to check Canvas with their students at set points, such as mid-quarter. This will allow time for students to get on track before the end of a grading period if they have missed assignments.

Report cards are issued at the end of each semester. Franklin follows North Carolina policy for grading³ in determining class rank and weighted grade point averages will be awarded in accordance with state policy. All students are graded on a 10-point scale; students entering high school in 2015-16 and after will receive quality points of .5 for Honors courses and 1 for AP and college courses. Students who entered high school during the 2014-15 school year or before will continue to receive 1 quality point for Honors courses and 2 points for AP/college courses.

An “**Incomplete**” grade may be granted at the end of a semester in the event of an extended, excused absence. Barring exceptional circumstances, students will have two weeks to complete the specified work following a grade of Incomplete. If a student does not complete the required work within the allowed timeframe, the final grade will be determined based on work completed prior to the absence.

STANDARDIZED TESTS

Federal legislation and North Carolina's Accountability Program require all charter schools to participate in the state's testing and accountability program. While we do not teach to the test, we recognize the role of standardized tests. By fully adopting the Common Core and NC Essential Standards, and routinely assessing student mastery of these standards, we believe our students will be well-prepared for the required tests, including North Carolina EOGs, EOCs, as well as college readiness exams. In middle school, students take annual EOGs in reading and math and the science EOG administered in 8th grade. Students must complete EOCs when they complete the following courses: Integrated Math I, Biology, and English II. Students may take the state-created subject test in courses that do not have an EOC or EOG, depending on

³ Accessed January 8, 2013 :

<http://sbepolicy.dpi.state.nc.us/policies/GCS-L-004.asp?pri=01&cat=L&pol=004&acr=GCS>

NC state policy and school determination. Franklin students will also complete the State-designated ACT and Pre-ACT exams, as set forth by the Department of Public Instruction. Some students with identified exceptionalities take alternative assessments as documented in the student's IEP.

In addition to the assessments listed above, in any given academic year, Franklin students may be asked by the state to participate in field or pilot testing of new assessments. Franklin will limit when and how many field or pilot testings are permitted. Test score information is distributed to students, families, and teachers as soon as it becomes available and school-wide results can be found on the State Report Cards website: <http://www.ncreportcards.org/src/> and the state's *No Child Left Behind* site: <http://www.ncpublicschools.org/nclb/abcayp/ayp/>.

Dates of testing, a description of the tests, and the use of scoring will be distributed to families in a timely manner. The End-of-Grade/End-of Course tests are administered during the State-specified testing window; within 10 days of the last day of instruction.

ACADEMIC HONORS

HIGH SCHOOL HONORS, ADVANCED PLACEMENT AND COLLEGE COURSES

Students in good standing may elect to take courses at the Honors level, subject to approval of the teacher, or, where available, at the AP level. Students are encouraged to challenge themselves by selecting Honors or AP courses. Students in grades 11 and 12 may also access college level courses through AB Tech. These courses provide dual credit for high school and college. Information on enrolling in dual enrollment courses is available from the College and Career Counselor.

Franklin offers students the option to enroll in courses through the NC Virtual Public School as a mechanism to extend the offerings available at Franklin. Enrollment will be on a limited basis. Students must speak with their Crew Advisor and teacher regarding placement in a Virtual School course. Final placement decisions will be made at the discretion of the Executive Director.

PROMOTION AND RETENTION

Promotion and retention is based on a balanced system of assessment consisting of multiple components:

- Summative assessments reflecting all disciplines
- Portfolios containing examples of the student's work over the year (beginning, middle, end)
- Standardized state tests in reading, science, and mathematics
- 8th and 10th grade passages

- Attendance

A child who is absent 20 days or more may be retained in his/her current grade level (see attendance section). If the student fails to attend school regularly or does not arrive on time to receive a full day of instruction, Franklin cannot be held responsible for the student's education.

Promotion recommendations in middle school will be made by the grade-level teaching team, based on student performance on assessed learning standards. In any case where the teaching team recommends retention, the Executive Director will review the case and assemble an appropriate team which may include the Director, Principal, teachers, advisors, and parents to make a final determination. Determinations for students with special needs (IEP, 504 plans, or LEP students) will be made in consultation with the appropriate special services faculty. The Executive Director, under North Carolina law, has the authority to make the final promotion/retention decision.

In high school, students must successfully complete designated courses and accrue credits as specified in the following table to be promoted. Note that students may take the required courses in an alternate pathway, depending on prior course credits earned. Following are promotion criteria for 2018/19:

Grade	Promotion Criteria	Credits Required⁴	Additional Requirements
9	English I, Math, Earth/Environmental Science, World History, two electives*, Crew	6	
10	English II, Math, Biology, World History, two electives*, Crew	12	10 th Grade Passage
11	English III or AP Lang, Math, Chemistry, American History I, two electives*, Crew	18	
12 (graduation)	English IV or AP Lit, a fourth Math course, American History II, two electives*, Crew	24	Senior Capstone Project

*Students must complete at least one physical education elective prior to graduation

Students who fail to achieve the required promotion standards may be referred for participation in academic assistance programs and/or given a comprehensive review of academic performance prior to the final promotion/retention decision. Students who successfully complete Math I in middle school will be placed in Math II in 9th grade.

⁴ Students will generally complete 7 credits per year. These are the minimum requirements based on NC FutureReady requirements.

HOMEWORK

At Franklin, homework is meant to reinforce skills and understandings gained in class or to prepare students for approaching work. It may be used by students and teachers to assess their understanding of learning targets and standards. As such, homework is typically not graded for content (note that students may have projects or assignments that must be completed at home, that will receive an academic grade). It is intended to be completed by students so that it accurately reflects their understanding. Parents/guardians can best assist their students by helping them to establish a routine, an environment, and a schedule that support completion of homework in a timely manner. For middle school students, homework should generally not exceed 90 minutes per night, including 30 minutes of independent reading. For high school students, the expectation is no more than two hours per night, including 30 minutes of independent reading. Note that there will be times when a final project, paper, or exam may require additional preparation. Students can manage these responsibilities by documenting homework assignments in an agenda book and making steady progress toward completion of larger projects.

ACADEMIC INTEGRITY

Franklin students are expected to complete academic work to the best of their own ability. Students who cheat or submit work completed by others not only violate school policy, they diminish their own possibilities for future success.

Cheating includes copying another student's work or allowing someone else to copy your work; sharing information about test questions; referring to notes (electronic or others) or documents, or using electronic devices (calculators, etc) when not explicitly permitted. Consequences for a student caught cheating may include a reduction of their semester Habits of Scholarship grade, a written reflection, notification of parents/guardians, and a revision of the assessment/assignment, completion of an alternative assessment/assignment, or failing grade on the assignment. Additional consequences may include suspension or expulsion.

Plagiarism is to use or pass off the ideas or writing of another as one's own. It is a form of cheating, theft, and is illegal under North Carolina law. Students are responsible for learning how to conduct research and complete assignments with proper citations. For more information on plagiarism and how to avoid it, see <http://plagiarism.org/>.

When a teacher determines that a student has plagiarized, the first step will be to determine whether the student's actions were intentional or inadvertent. If the plagiarism is deemed inadvertent (such as improperly cited sources) the student will be educated on proper citation of work. If the plagiarism is deemed flagrant (such as an essay copied from the Internet, or a repeated offense), the assignment will receive no credit, parents/guardians will be notified, and the case will be referred for disciplinary consequences. Repeated, flagrant plagiarism may be grounds for suspension or expulsion.

Student Services

COUNSELING SERVICES

PERSONAL COUNSELING

The Franklin School Counselors are available to all students for services related to students' health and well-being, social development, and college and career counseling. All counseling services provided by the school counselors are free of charge and confidential.

Middle School Counselor (grades 5 - 8): Lindsey Foster, lfoster@thefsi.us

High School Counselor (grades 9 - 12): Katherine Becker, kbecker@thefsi.us

COLLEGE AND CAREER PLANNING

Beginning in 8th grade, students embark on an exploration of their academic and vocational interests in preparation for developing a plan for post-secondary education and employment. Students will engage in meaningful activities in Crew, during which they will begin to define and articulate their interests and talents, investigate different career paths, and review a variety of postsecondary options. The College and Career Counselor will work with students and their parents to assist them in making informed decisions about career and college options. Our emphasis is on finding the best college or career match for each student, where his/her interests and talents will be fully developed.

College & Career Counselor: JaneAnne Tager, jtager@thefsi.us

ENGLISH LANGUAGE LEARNERS

Students for whom English is a second language can receive support, tutoring, and extended learning opportunities to help them achieve success. Please contact Franklin's Testing Coordinator (Sarah Vallely) to schedule an appointment for appropriate assessment and support planning.

EXCEPTIONAL CHILDREN

Franklin's certified Exceptional Children teachers work closely with parent/guardians, teachers, and students to ensure appropriate design and effective implementation of IEPs and 504 plans. Students with learning exceptionalities are educated primarily in the regular classroom environment with their grade-level peers. A primary strategy at Franklin is true differentiated

teaching; when done well, students of a wide range of ability levels can learn effectively together and enrich each other's learning with their varied gifts. Anyone with questions about Franklin's Exceptional Children services is encouraged to contact our EC department. Basic information about Project Child Find and the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) systems are provided here with the goal of identifying students who may be eligible for special education and related services.

What is Project Child Find?

This program, a collaboration between the State Department of Public Instruction and local school systems, is designed, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services. The mission is also to inform parents and/or guardians of the services available from their local school system and other state and community agencies.

Who are the Children?

Children and youth who have been diagnosed or are suspected to have intellectual, physical, and/or emotional disabilities and are unable to benefit from a regular school programs without special assistance may be eligible to receive special education services.

Components of the Child Find Program

There are two methods for identifying and referring a child for Exceptional Children services. The first is a referral by an educator based on MTSS or RTI or a direct referral from a parent. The second is the Child Find program. Mandated by IDEA, Child Find continuously searches for and evaluates children who may have a disability with the use of Child Find activities, which can vary widely from school district to school district. The primary elements include:

1. Definition of Target Population: The state defines the criteria that determine which children are eligible for help. North Carolina expands the target population to include at-risk children, not just those who have disabilities. In North Carolina this also includes students who may be highly mobile and/or homeless;
2. Public Awareness: The state raises public awareness about children who need help and the services available to them, targeting parents, caregivers, educators, school staff, physicians and others;
3. Referral and Intake: A child is referred for services;
4. Screening and Identification: The child is screened for possible disabilities;
5. Eligibility Determination: Results of the screening are compared to the state's eligibility guidelines, which must be consistent with federal regulations;
6. Tracking: The state tracks and follows up with children who are receiving services; and
7. Interagency Coordination: Some states have multiple agencies that share responsibilities mandated by IDEA. Resources must be coordinated to ensure availability of services.

How the Child Find Program Works

Public awareness and professional training are critical for successful Child Find programs. For

example, “Mr. Smith” is a teacher at Franklin. He notices that a particular student rarely makes eye contact and does not respond to her name and speaks infrequently. From his participation in Child Find activities as well as work with students with known disabilities and the new MTSS (Multi-Tiered Systems of Supports) and his work in the past on RTI (Response to Intervention), he recognizes that these signs indicate possible autism spectrum disorder (ASD). Mr. Smith follows North Carolina’s Child Find policies for notifying the student’s parents that she is being referred for screening for a possible disability. Once the parents provide their consent for evaluation, it must be completed within the state-specified time frame (90 days from referral to determination).

The referral of a child can be a delicate situation. However, it’s always best for the teacher to follow Child Find policies. Once notified of the referral, the parents have the legal right to refuse evaluation and services.

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What is MTSS?

The **Multi-Tiered System of Supports (MTSS)** is a term used to describe an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. This “need-driven” decision-making seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of **ALL** students to achieve and/or exceed proficiency.

At Franklin MTSS is used to not only look at the student as a learner but also analyze and evaluate the learning environment, the curriculum being taught, and the instruction being delivered. This is done by modifying instruction and implementing scientifically-based interventions based on individual needs.

RtI, Response to Intervention, was the intervention program most recently used in North Carolina. RtI is an integral part of MTSS but MTSS is more cohesive and comprehensive in the goal of meeting the needs of all learners.

Just like RtI, MTSS has three tiers:

Tier 1 is what “ALL” students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the school’s curriculum and is aligned with the NCDPI State Standards. Students who are not meeting grade level expected growth are considered for Tier 2.

Tier 2 is what ‘some’ students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations ‘Effective’ Tier 2 services occur when at least 70% of students receiving Tier 2

services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education and/or Title 1 teachers, content-area specialists, exceptional children teachers) in any setting (general education classroom, separate settings). Student-centered data (benchmark, progress monitoring, group diagnostic) are used to identify groups of students who share the same academic and/or behavior need. The problem-solving process is used to develop evidence-based interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a group format.

Tier 3 is what ‘few’ students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels.

What are the goals for MTSS? “The desire of MTSS is to ensure that students receive fertile learning experiences every year in every setting with every teacher, not merely in some years in some settings with some teachers” (Howard, 2009). The goal of MTSS is not to only look at the learner but also analyze and evaluate the learning environment, the curriculum being taught, and the instruction being delivered. This is done by modifying instruction and implementing scientifically-based interventions based on individual needs.

The ultimate goals are:

- Student success in academic achievement and positive behavior
- Ensure that students’ difficulties are not due to lack of appropriate instruction
- Early identification of student needs
- Make informed decisions about what resources are needed to ensure student success by closely monitoring student progress based on up-to-date data

Excerpts adapted with permission from the following:

-Hurst, Stacey, What is the difference between RtI and MTSS? courtesy of Reading Horizons, 2006-2014; <https://readinghorizons.com/blog>

-MTSS | RtI Action Network, National Center for Learning Disabilities, Inc., 1999-2015; <http://rtinetwork.org>

-Multi-Tiered System of Support, NC Department of Public Instruction

Student Led Clubs

The Franklin School of Innovation recognizes the value of extracurricular activities in promoting the development of Habits of Scholarship such as leadership, collaboration, inquiry, action, and the pursuit of lifelong learning. Students are encouraged to initiate and participate in opportunities available at the school, including student-led clubs.

All student-led clubs are open to all students attending The Franklin School of Innovation unless a restriction is justified and has been approved by the Executive Director or his/her designee. Student clubs shall not discriminate on the basis of race, color, national and ethnic origin, intellectual ability, measures of achievement or aptitude, athletic ability, disability, sexual orientation, or religion. Student clubs shall uphold the Franklin School Code of Conduct and all behavior expectations as established in the Student/Family Handbook.

These guidelines establish the process and rules governing student-initiated and student-led clubs.

DEFINITION

Student-led clubs are clubs that are not sponsored by the school and do not meet during instructional time. Students are responsible for initiating the club, securing faculty monitor, and securing permission for a meeting space.

Types of Student Clubs. The school recognizes two primary categories of student clubs: (1) curricular-related and (2) non-curricular-related. The Executive Director (or designee) shall be responsible for classifying types of clubs as curricular or non-curricular related.

- **Curricular-related clubs**, are those clubs whose purpose and activities *directly* support the school curriculum and mission (e.g., closely relate to a specific class or school activity), *but* do not support or advocate a particular religious, philosophical, or political viewpoint.
- **Non-curricular clubs** are any other student-initiated club not designated as curricular that meet on school grounds during non-instructional time. Non-instructional time is time set aside by the school before school instruction begins or after school instruction ends.
- Any club whose purpose includes support of a particular religious, philosophical, or political viewpoint shall be non-curricular. The school does not endorse any clubs that are not curricular-related.

REQUIREMENTS

Non-Curricular Related Clubs

Non-curricular related student groups and meetings shall be subject to the following minimum

requirements:

1. Students must initiate the club, and attendance must be voluntary;
2. The school may not sponsor the club, although the school may pay the incidental costs of providing, e.g., space, lighting, and heat;
3. School employees may attend meetings only in a non-participatory capacity (e.g., to maintain discipline).
4. Group meetings may not interfere with other school activities;
5. Persons not associated with the school may not direct, conduct, control, or regularly attend activities of such student groups.
6. No school employee or volunteer shall be required to serve as a club monitor for a non-curricular club that represents a viewpoint contrary to that person's beliefs.

Other Requirements – All Student Clubs

1. The Executive Director may appoint a school employee or volunteer to serve as a club monitor.
2. Clubs and their members shall not identify the school as supporting or sharing the club's viewpoints or activities.
3. School facilities may be used only for regular and necessary meeting purposes; facilities may not, e.g., be used to raise money, unless approved by the Executive Director.
4. At the beginning of each year, each club must submit an approval request to the Executive Director, who will review and, as appropriate, approve all requests that conform to this policy.
5. The Executive Director may terminate any clubs if it or any of its members violate any law or rules, or create or pose a likely threat of a substantial disruption to school operations.
6. Clubs may not haze, harass or otherwise improperly pressure any of its members or others.
7. Clubs and their members must comply with all school student conduct policies.
8. The School reserves the right to require parent-signed waivers at its discretion.

APPLICATION PROCESS

Students must complete and submit the Student Club application form prior to advertising for or holding any meetings for the club.

The application will include the name and purpose of the club, the goal(s), proposed beginning date, proposed schedule of meetings or activities, proposed use of school facilities or resources, name and signature of the faculty advisor(s), and the proposed costs to students/families (if any).

The school administrators will review the application within 10 working days of receipt. At that time the application will be approved, denied, or returned with a request for further information. Note that club sponsors may be asked to research issues such as liability waivers, parent/guardian permission forms, or insurance requirements.

If an application is denied, students may appeal the denial using the grievance procedure set forth within the Student/Family Handbook.

USE OF SCHOOL FACILITIES AND RESOURCES

Student clubs may request use of school facilities and resources. Student sponsors are responsible for obtaining permission for the use of a classroom or specified outdoor space (e.g., sports field) from the faculty member(s) who use the requested classroom or space on a regular basis.

Use of school facilities and resources may be permitted ONLY during non-instructional times. A club will not be given priority over a curricular or instructional activity.

Standards for use of school facilities and resources:

- Facilities and resources will be used only with prior written approval
- Use of facilities and resources may not interfere with school use of same facilities/resources for instructional or curricular purposes
- Facilities and resources will be returned to the condition in which they were found. For example, classrooms will be left clean, with all materials put away, and desks/chairs returned to the positions they were in prior to use. Leave no trace!

FACULTY OR ADULT MONITORS

Students are responsible for obtaining faculty and/or other adult monitors. Student led clubs must have an adult present during all meetings or gatherings that take place at the school, or that are held in the name of the school.

The faculty monitor assumes responsibility for maintaining common order and control during meetings and events of the club and ensuring that students observe the school Code of

Conduct and behavior expectations. Monitors are required to be present during all meetings and events of the club.

Adult monitors who are not employed by The Franklin School of Innovation are subject to background checks in accordance to school policy.

REVIEW AND APPROVAL OF POSTERS, INFORMATIONAL MATERIALS, AND OTHER MEDIA

All materials distributed by the club, including marketing materials, posters, informational texts, and online media must be submitted to the Executive Director or his/her designee for prior review and approval. The school will designate specific spaces in which materials may be posted (such as bulletin boards). Any posted material that has not been approved will be removed, and the club may be subject to disciplinary action including loss of privilege to meet.

Student Safety and Wellness at School

STUDENT SAFETY

In the EL Education classroom, students are engaged in frequent physical activity, such as field experiences involving data collection and exploration, sports and adventure activities, and more. They may be exposed at any time to current weather conditions, such as extreme heat or cold and rain. They should be prepared (water bottles and sunscreen, for example) and dressed accordingly (jackets, hats, and sturdy shoes). During the course of these normal activities for our school, accidents may occur.

SAFETY DURING SCHOOL

Supervision of students when they are on campus or when they are participating in a school-related field trip is provided by our faculty, many of whom are trained in basic first-aid techniques and CPR. In addition, teachers are able to communicate through the use of walkie-talkies on/off campus so that they can consult with each other and the office in the event of emergency.

Our goal is to provide immediate and appropriate care for the student by:

- Preventing further harm to the student or other students (which may include moving the student).
- Providing comfort care and urgent care in situations involving breathing or bleeding.
- Referring immediately to the parent and/or medical professionals.

When an accident happens at school which results in serious injury, the school staff will use Emergency Contact Information to contact the designated parent/guardian. In emergencies we

will call 911. We will make every attempt to call parents as soon as possible to involve them in the decision-making process, unless time and urgency are issues. If the injury is minor, the classroom teacher will exercise judgment in making a decision to call you. In most cases, you will be alerted so you will have the option of viewing the injury yourself. Our staff will complete an accident report to keep on file for insurance purposes.

Parents/guardians can help ensure student safety and well-being by:

- Ensuring the school has current, accurate contact information as well as additional emergency contacts. PLEASE inform your emergency contacts prior to providing their information to the school.
- Notify the school office if any contact numbers change throughout the year.

PARKING LOT SAFETY

Please follow directions from staff and volunteers and posted traffic guidelines when dropping off or picking up your student/s. Specific details will be emailed to enrolled families and shared at orientation before the first day of school.

CELL PHONE USE DURING DROP-OFF AND PICK-UP PUTS CHILDREN AT RISK: Please do not use phones during drop-off and pick-up.

MEDICATIONS AT SCHOOL

Whenever possible, the schedule of medication administration should be arranged to allow a student to receive all medication, prescribed and otherwise, at home. If, under exceptional circumstances, it is necessary for a student to take medication during school hours, and the parent cannot be at school to administer the medication, the following arrangements will be followed:

Prescription and/or Non-Prescription Medications: The administration of prescription medicines to students by school personnel will be done only in exceptional circumstances where a child's health or well-being may be in jeopardy without it. If school personnel must administer medication, it will be under the following conditions:

- A Permission to Give Prescription/Non-Prescription Drug Form signed by a physician with specific directions for administration must be submitted to the school office. These forms are available in the office.
- A bottle with the pharmacist's label designating the patient's name, instructions, and name of drug and name of physician must be submitted to the school office. **Students who arrive at school with prescription medication should turn it into the office as soon as possible.**

All medication is kept in the office or designated, locked, storage space.

Diabetes and Asthma: The school will work with parents to develop an Individual Diabetes Care Plan or an Individual Asthma Care Plan for all children with diabetes and/or asthma. Please make sure that school personnel are aware of your child's medical needs so that we can respond appropriately.

ILLNESSES AT SCHOOL

Students who become ill during the school day should report to the office. If it becomes necessary for a student to go home, a parent/guardian will be notified and regular dismissal procedures will be followed. If a student leaves school without permission, the student will be given an unexcused absence for classes missed and there will be disciplinary consequences.

IMMUNIZATIONS

Immunizations are required by law before a student may enter any North Carolina school. Up-to-date immunization records must be submitted to Franklin within 30 calendar days of attendance. If proof of vaccination is not provided by the 30th day, a student must be suspended from school until proof of immunization is provided or evidence is provided that demonstrates that the student has begun the immunization process. More information about required immunizations is available via the NC DPH Immunization Branch - <http://www.immunize.nc.gov/schools/schools.htm>.

Immunizations Required for 7th Grade

Adolescents should be up to date on all the vaccines required for kindergarten entry. In addition, adolescents need a booster dose of the Tdap vaccine and the Meningitis vaccine. The Meningitis vaccine requires two doses; the first required for entry to the 7th grade and a booster dose will be required for entry to 12th grade.

Garrett's Law

Garrett's law was enacted in 2004. It mandates schools provide parents and guardians with information about meningococcal meningitis and influenza and the vaccines that protect against these diseases. The law was expanded in 2007 to mandate that information also be provided about human papillomavirus (HPV) and the vaccines available to protect against HPV. Fact sheets on each of these diseases are included as appendices to this handbook.

NOTIFICATION OF NORTH CAROLINA INFANT ABANDONMENT LAW (G. S. 7B-500)

In 2007, the North Carolina General Assembly passed House Bill 408 (S.L. 2007-126) seeking to ensure that students in grades 9-12 receive information annually about the manner in which a parent may lawfully abandon a newborn baby with a responsible person. This "safe haven" law allows the parent of an infant less than seven days old to voluntarily deliver the infant to certain people, without expressing intent to return. The people to whom a child may be abandoned are:

1. a health care provider who is on duty or at a hospital or at a local or district health department or at a non-profit community health center;
2. a law enforcement officer who is on duty or at a police station or sheriff's department;

3. a social services worker who is on duty or at a local department of social services; or,
4. a certified emergency medical service worker who is on duty or at a fire or emergency

A parent who does so is NOT in violation of any laws so long as there has been no gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

All schools including public, charter, private and home schools are subject to the requirements that information be made available to students regarding the “safe haven” law.

TECHNOLOGY

FRANKLIN’S VISION FOR TECHNOLOGY INTEGRATION

- Students will develop the foundational technological literacies necessary for success in college, the workplace, and in our community.
- Teachers will receive staff development and technical support so that they can use technology to advance how students learn and create as well as how students manage, share, and present data during the course of learning experiences and expeditions.
- Regardless of how our technological resources evolve over time, students will have equitable access.
- We hope to use technology to make connections with the local and global community.

A technologically literate student will demonstrate the following skills and habits of work. S/he will:

- Craft or refine meaningful products using technology.
- Effectively organize and manage data using technology.
- Effectively share or present data using technology.
- Utilize technological tools to further learning and understanding.
- Take advantage of technology’s capacity to network people and ideas for new learning and knowledge creation.
- Efficiently navigate the Internet and locate reliable, relevant information, ideas, and data that deepen learning and understanding.
- Recognize when to use technology resources, and when to use books and human resources.
- Understand that technology is a tool that can be used in society for good or harm, depending on the user’s skill, care, and intentions.
- Recognize appropriate boundaries and etiquette with personal use of technology.
- Demonstrate proper care and respect for technological resources.
- Recognize and embrace the evolving technology capabilities and needs.

NETWORK ACCEPTABLE USE POLICY

At Franklin, our goal is to promote positive and effective digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

Failure to comply with the Franklin's policies for *Use of Personal Electronic Devices* and *Internet Safety*, as set forth in this handbook, may result in denial of computer access. Students agree to not only follow the rules of this policy, but also to report any misuse of the network. Use of the Internet and of school computers must be in support of education and research and consistent with the educational objectives of the Franklin. All rules set forth in the subsequent sub-sections apply to during-school, before-school and after-school use. *Students need to remember that the use of school devices, network and the Internet are a privilege, not a right.*

USE OF SCHOOL ELECTRONIC DEVICES

All students who wish to use the Franklin network and Franklin devices (including laptops) must complete an application and sign agreements, which indicate that the student will abide by both device and network use policies. There are three fundamental rules:

- When a student is assigned to use a school device, the student is responsible for its care and security at all times.
- School devices should only be used for educational purposes at school.
- The student must return the school device to its designated storage/charging area after use, and must ensure that it is left in an orderly, plugged in and charging state

Failure to comply with the Franklin's policies for *Network and Device Acceptable Use*, as set forth in this handbook, may result in denial of access to school devices and network. Students agree to not only follow the rules of this policy, but also to report any misuse of the network. Use of the network and devices must be in support of education and research and consistent with the educational objectives of the Franklin. All rules set forth in the subsequent sub-sections apply to during-school, before-school and after-school use. *Students need to remember that the use of school devices, network and the Internet are a privilege, not a right.*

USE OF PERSONAL ELECTRONIC DEVICES

In accordance with Franklin policies and procedures, students and staff may use personal electronic devices (e.g. laptops, mobile devices such as tablets and e-readers) to further the educational and research mission of the district. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and

during the school day.

NETWORK

The school network includes wired and wireless devices and peripheral equipment, files and storage, e-mail and Internet content (blogs, websites, collaboration software, social networking sites, wikis, etc.). The school reserves the right to prioritize the use of, and access to, the network.

All use of the network must support education and research and be consistent with Franklin's mission.

Acceptable network use by students and staff include:

- Creation of files, digital projects, videos, web pages and podcasts using network resources in support of education and research;
- Participation in blogs, wikis, bulletin boards, and discussion groups and the creation of content for podcasts, e-mail and webpages that support education and research;
- The online publication of original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately;
- Staff use of the network for incidental personal use in accordance with all school policies and procedures; or
- Connection of personal electronic devices (wired or wireless) including portable devices with network capabilities to the Franklin network after checking with the IT Coordinator to confirm that the device is equipped with up-to-date virus software, compatible network card and is configured properly. Connection of any personal electronic device is subject to all procedures in this document.

Unacceptable network use by students and staff includes but is not limited to:

- Personal gain, commercial solicitation and compensation of any kind;
- Actions that result in liability or cost incurred by the district;
- Streaming, downloading, installing or otherwise engaging in audio files, video files, games or other applications (including shareware or freeware) without permission or approval from the IT Coordinator;
- Support for or opposition to ballot measures, candidates and any other political activity;
- Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs and changes to hardware, software and monitoring tools;
- Unauthorized access to other computers, networks or information systems;
- Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
- Information posted, sent or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic

- or sexually explicit material; or
- Attaching unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The school will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions. The school will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the school's computer network or the Internet.

INTERNET SAFETY

Personal Information and Inappropriate Content:

- Students and staff should not reveal personal information, including a home address and phone number on websites, blogs, podcasts, videos, social networking sites, wikis, e-mail or as content on any other electronic medium;
- Franklin discourages students and school employees from being friends or following one another on social media sites, other than sites set up specifically for educational purposes;
- Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
- No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to school policy; and
- If students encounter dangerous or inappropriate information or messages, they should notify the appropriate school authority.

Filtering and Monitoring

- Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.
- Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
- Any attempts to defeat or bypass the school's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);

- E-mail inconsistent with the educational and research mission of the school can fairly be considered SPAM, and any such incoming mail may be blocked from entering school e-mail boxes. Additionally, repeated emails of such nature from specific senders, either internal or external to the Franklin email domain (@thefsi.us), could be either temporarily or permanently blocked from sending email to the domain;
- The school will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to school devices;
- Staff members who supervise students, control electronic equipment or have occasion to observe student use of said equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the school; and
- Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively.

The school will provide a procedure for students and staff members to anonymously request access to Internet websites either blocked by the district's filtering software or restricted based on local (ie, Franklin) policy. The procedure will indicate a timeframe for a designated school official to respond to the request. The requirements of the Children's Internet Protection Act (CIPA) will be considered in evaluation of the request. The school will provide an appeal process for requests that are denied.

INTERNET SAFETY INSTRUCTION

All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Franklin will utilize the Common Sense Media E-Rate and CIPA Toolkit to provide age appropriate materials across grade levels. Training on online safety issues and materials implementation will be made available for administration, staff and families.

COPYRIGHT

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

OWNERSHIP OF WORK

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school or unless such work has been paid for under a written agreement with the school. If under an agreement with the school, the work will be considered the property of Franklin. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school. This permission will generally be collected at the beginning of the school year via a standard permission form, which will be considered to cover work unless the permission is specifically revoked. Note that permission will be considered to cover posting of exemplary student work to the EL Education website.

NETWORK SECURITY AND PRIVACY

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share their account password.

The following procedures are designed to safeguard network user accounts:

- Change passwords according to the school's policy;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your user account password, keep it in a secure location;

- Do not store passwords in a file without encryption;
- Do not use the “remember password” feature of Internet browsers; and
- Lock the screen or log off if leaving the computer.

STUDENT DATA IS CONFIDENTIAL

All Franklin personnel must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

The school shall notify its parents of their rights under the Family Educational and Privacy Act and shall maintain the confidentiality of student education records. (See Annual Public Notice.) Pursuant to the statutes of the United States and the State of North Carolina, The Franklin School of Innovation, Inc. annually makes available public notice of the policies and procedures used by the Charter School concerning educational records maintained by this school. This is a general public notice of the rights of parents, legal guardians, and eligible students. Further detail is contained in the Policies of The Franklin School of Innovation available for review at the school's office at 21 Innovation Drive, Asheville, NC 28806. Educational Records The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. Educational records at FSI are kept and maintained with strict confidence. We will receive records from the school that your child last attended and will accumulate and maintain certain information concerning students' education.

Exceptional Children's records, including those students who receive Specialized Services, Section 504 services, and/or AIG services will be stored separately. Records maintained, along with locations and authorized custodians, will be on file at 21 Innovation Drive in a locked file, in the office of the Exceptional Children's Program Director and 504 Plan Coordinator.

NO EXPECTATION OF PRIVACY

Franklin provides the network system, e-mail and Internet access as a tool for education and research in support of the school's mission. Franklin reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

- The network;
- User files and disk space utilization;
- User applications and bandwidth utilization;
- User document files, folders and electronic communications;
- E-mail;
- Internet access; and
- Any and all information transmitted or received in connection with network and e-mail

use.

No student or staff user should have any expectation of privacy when using the school's network. Franklin reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of North Carolina.

DISCIPLINARY ACTION

All users of the school's electronic resources are required to comply with the school's policy and procedures (and agree to abide by the provisions set forth in the school's user agreement). Violation of any of the conditions of use explained here or in school policy could be cause for disciplinary action, including suspension or expulsion from school and suspension or revocation of network and computer access privileges.

OTHER INFORMATION

PLEDGE OF ALLEGIANCE

At the beginning of each day, students and staff will recite the Pledge of Allegiance. Students who do not want to participate have the right to sit quietly in the room.

VISITORS

At Franklin, community members are essential to the successful implementation of our mission and vision! However, while we welcome both young people and adults to view all dimensions of our school, we have developed procedures to ensure the safety of our students and faculty. All visitors must check in at our office and obtain and wear a Visitor Badge. Visitors who do not have permission may be removed from campus.

Parent and Guardian Classroom Visitor Protocol

1. Sign in at Franklin main office.
2. A school administrator will notify the teacher and ensure the visit will not be disruptive.
3. Receive and put on visitor badge.
4. Wait for the administrator to guide you to the classroom. Set a time for the administrator to come back and walk you back to the office.
5. Upon entering classroom find a seat in the back of the room. Please do not greet students. The teacher will continue teaching and may not acknowledge you- don't be offended! The administrator may or may not stay with you.
6. Feel free to take notes during the class, but do not ask questions of the teacher or students unless you have been prompted to do so in advance your visit.

7. Photographing or video-recording students and/or teachers is prohibited without written prior approval.
8. Walk back with administrator to the office at the end of your observation.
9. If you'd like to debrief with the teacher or administrator after the class, you can schedule a meeting by emailing or leaving a note for either to contact you by the end of the day. That conversation should happen within 3 days of the visit.
10. Sign out.

FAMILY AND COMMUNITY INVOLVEMENT

Family and community involvement is integral to the mission and vision of Franklin. We welcome your participation! Please note that In order to protect the health, safety and welfare of Franklin students, and in accordance with NC § 115C-238.29F, the Franklin Board of Directors has adopted a policy for criminal background checks for employees and volunteers that mirrors the policy of Buncombe County School District.

Information obtained through the implementation of this policy is kept confidential as provided by North Carolina law.

VOLUNTEER BACKGROUND CHECKS

School volunteers serve a crucial role at Franklin, partnering with our faculty to provide a range of services and skills on behalf of our students. The background check policy follows a common sense approach, requiring checks for individuals with more extensive and unsupervised contact with students, and not for those volunteers who have only occasional, supervised student contact.

Level I Volunteers do not volunteer more than one time per week and have no unsupervised contact with students, and do not handle school funds. Activities may include assisting with fundraising or community events, serving on panels for Passage Portfolios, serving as a field trip chaperone, assisting in the classroom on an occasional basis, or serving as a proctor for testing. These volunteers do not need a criminal background check.

At Level II, volunteers work more than one time per week, have unsupervised contact with students or have access to school funds. These individuals must have a clear background check which includes a criminal background check and review of sex offenders registry, and appropriate reference checks.

VOLUNTEER REQUIREMENTS AND OPPORTUNITIES

The Franklin Family -Student -School Partnership agreement sets forth the expectation that each two-parent family will contribute at least 4 hours/month, and each single-parent family will contribute at least 2 hours/month of documented volunteerism in school activities. Flexible scheduling will allow all families to participate within and outside school. **Please log all volunteer hours [online](#)!** Hours do not have to be completed on a monthly basis, but we encourage you to keep up to date with the time.

There are many opportunities to get involved. Annually, Franklin conducts a survey of our teachers to identify classroom support needs and opportunities. Family and community members are also asked to complete a survey identifying areas of interest and expertise. Every effort is made to provide opportunities for meaningful involvement in our school.

Following are examples of opportunities for involvement. If you have a wonderful idea, you are encouraged to share it! The list is not intended to limit creativity:

- Serve on the Board of Directors or a board committee or subcommittee: For more information about participation on the Board or a committee, please contact the Board Chair. Contact information is available on the school website.
- Be a Class Parent and help coordinate volunteer service with teacher needs
- Be a “Community Expert” or advisor to our teachers and students
- Assist with field work and service learning projects
- Host an internship or serve as a mentor for an independent study for 11th grade students (when we get to that level!)
- Serve as an audience members for student projects and Portfolio Passages
- Lead or assist with an “Intensive”
- Coach, direct, or volunteer with extracurricular activities, such as sports teams or afterschool clubs
- Assist with a school beautification project
- Attend school celebrations, outreach activities, and fundraising events
- Assist with our meals program/food pantry
- Participate in scheduled work days
- Provide administrative support (copying, filing, etc)
- Parents may serve as members of the School Improvement Team

All parents are asked to participate in student-led conferences and attend portfolio reviews and presentations. This participation is in addition to your volunteer hours.

FRANKLIN NON-SCHOOL SPONSORED EVENTS

Guidelines for Non-School Sponsored Events

The Franklin School of Innovation may from time to time lease its facilities for events not sponsored by the school. Examples would include community members sponsoring events that are not sanctioned by the school, and students may be invited to events that are not school initiated. Franklin does not provide insurance coverage for non-school sponsored events.

The building / facility rental policy states those sponsoring the event are personally liable for any legal claims made pertaining to the event that exceed insurance coverage obtained for the event.

All Sponsors of Non-Franklin Sponsored Events must follow these guidelines:

- Obtain private insurance for the event naming the Franklin School of Innovation as the primary insured;
- Sign a Facility Rental Agreement;
- Rent the facility and all requisite equipment;
- Funds from the activity must not be combined with school funds;
- Completion of informed consent must be on file at the school, stating the school is not a sponsor of the activity for all participants.

Advertisement / Promotion of Non-School Sponsored Events must follow these guidelines:

- The advertisement may identify the activity participants, leaders or service providers by name and provide details of the employee's employment experience and qualification.
- Sponsors should provide personal contact information and may not use school contact information for non-sponsored activities.
- Communications and promotional materials may not include contact information that might lead to the perception that the event is a solicitation for business.
- Posters or brochures advertising a sponsor's event may be posted or distributed and must clearly and distinctly state the following:
This event is not sponsored by the Franklin School of Innovation or any of its agents. There is no implied consent or support of this event, its participants, or its outcomes.
- The name of the school, mascot or logo shall not be used in the promotion.

School Employee Participation in Non-School Sponsored Activities:

- All measures must be taken to avoid the appearance an activity is school sponsored when an employee is involved with the activity.
- Franklin Staff must provide the Executive Director a signed copy of all contracts between him/her and the private activity sponsor.
- The Executive Director must approve all camps, clinics, and other activities such as private lessons or tutoring.
- Sponsors and staff should note that merely having a key does not grant permission to use facilities for private, non-sponsored activities.

FRANKLIN COMMUNITY DIRECTORY AND ITS USE

Community Directory

Franklin will publish an annual Community Directory of Information that includes the student's name, parents' names, address(es), telephone listing(s) and email address(es). Families may opt-out to not be included.

If using the community directory, please honor privacy by only blind copying recipients.

A parent/legal guardian who does not want directory information to be released without prior consent should notify, in writing, the Executive Director within two weeks from the date of annual notification. This can be accomplished by using the OPT OUT form included in the Enrollment Packet.

Community Directory Use

Community Directory is not to be used for solicitation of business or promotion of political or personal causes. The Directory is not to be sold or provided to any outside parties. It is provided as a convenience for students and families to get / stay connected. Franklin respectfully asks its community to honor this intent.

FORMS

PRE-PLANNED ABSENCE FORM FOR EDUCATIONAL LEAVE

Teachers please attach the plan for independent study. This plan should be developed in conversation with the child's parent or guardian.

Student Name:

Grade / 1st Period Teacher:

Dates of Requested Leave:

Destination:

Please explain the nature of your trip. Give examples of educational activities that you will be doing.

Parent's Signature

Date

Teacher's Signature

Date

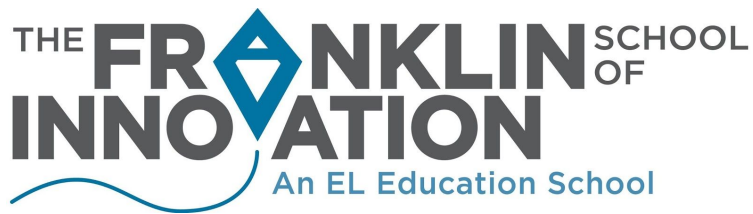
Administrator's Signature

Date

Work Completed:

Teacher's Signature

Completed form goes in attendance Folder. When work is turned in absences will be excused.



STUDENT LED CLUBS APPLICATION FORM

Students who want to form a club must complete the following form and submit it to the Executive Director (or designee) for approval. Clubs may not advertise or hold meetings prior to approval.

Complete applications will be reviewed within 10 days. The application may be approved, denied, or submitted for additional information. Applications that are denied may submit a written appeal.

1. Name of Proposed Club:

2. Club purpose:

3. Club goals:

4. Proposed start date for club:

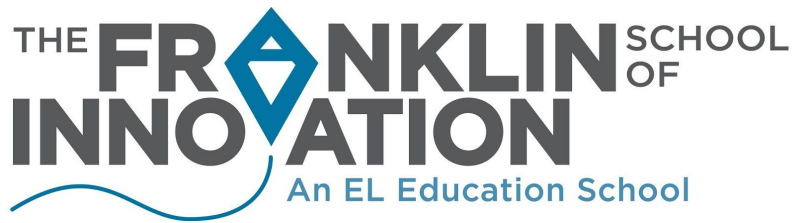
5. How often will the club meet?

6. Name and signature of club supervisor/monitor/sponsor:

Name: _____

Signature: _____

7. Will there be costs to students/families to participate in the club (e.g. dues, fees, materials)?
8. Where does the club plan to meet? If the club will meet at school, have you obtained permission from the faculty/staff member(s) who use the space during instructional time? (Note that clubs may not use school facilities during instructional time.)
9. Will the club be affiliated with a larger organization (such as a national or regional student entity)? If yes, please specify.
10. Will students who are not enrolled at Franklin be allowed to participate? If yes, note that parent/guardian signature forms will be required.
11. Is the club religious in nature? If yes, a parent/guardian permission form is required for student participation in the club. Franklin School employees are not permitted to sponsor, monitor, or distribute information related to a religious club.
12. Is there any other information you want to provide?



STUDENT-LED CLUB

PARENT/GUARDIAN PERMISSION FORM

1. Student Name: _____

2. Club Name: _____

3. Club Purpose: _____

I acknowledge that _____ (student's name) wishes to participate in the _____ (name of club). He/she has my permission to participate. I acknowledge that he/she will abide by the school Code of Conduct and behavior expectations as set forth in the Franklin School of Innovation Student/Family Handbook.

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

FRANKLIN SCHOOL OF INNOVATION DRIVING AND PARKING REGISTRATION FORM

2018-19

Students with valid driver's licenses are allowed to drive to school as a matter of privilege, not right. Students must meet the eligibility expectations for participation in school extra-curricular and athletic activities. Students who drive to school must pay the \$45 parking fee and display the official driving tag prominently from the rear view mirror. A student who is in violation of the driving policy may lose his/her parking privileges and have his/her vehicle towed at the owner's expense.

Students may lose their driving privileges if they:

- Are academically ineligible for a given grading period;
- Park in areas other than the designated parking zone;
- Drive in a dangerous or reckless manner;
- Are truant;
- Exceed five (5) unexcused tardies or three (3) unexcused absences;
- Cut a class or lunch period;
- Transport other students off school grounds during the day;
- Leave school grounds during the day without authorized permission
- Loiter in the parking lot during the day;
- Give their car keys to another student;
- Drive to school without official school driving tag.

The Franklin School of Innovation retains authority to conduct routine patrols of the student parking lot and to inspect the exteriors of student vehicles on school property. The interiors of student vehicles may be inspected whenever a school authority has "reasonable suspicion" to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without a student's consent, and without a search warrant.

Drivers License # _____ License Class _____ Exp Date _____

Name _____

Address _____

Grade _____ DOB _____

Make of Car: _____ Model: _____ Color: _____ Year: _____

License Plate # _____ Driving Tag # _____

Student has submitted a copy of:

- ☐ Drivers license
- ☐ Registration
- ☐ Insurance Card

I have read and understand the above terms and conditions.

Student Signature

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Approved by:

FRANKLIN FACILITY RENTAL POLICY & AGREEMENT

Please find below the general policies and procedures for renting our facility. Please call us at 828-237-4860 with questions.

<u>Classroom Rental</u>	<u>Member</u>	<u>Community</u>
<u>Rental Fees</u>	<u>Fill in the blanks</u>	<u>Fill in the blanks</u>
<u>Maintenance</u>	\$10 Per Hour – Not Including Set Up or Break Down	\$20 Per Hour – Not Including Set Up or Break Down
<u>Security Deposit</u>	\$200	\$200

- A deposit of 50% is required to secure event date(s).
- Food Policy: Any special requests about food and drink to be stipulated per situation.
- Smoking: The Franklin School of Innovation campus is a Non-Smoking Facility.

LICENSE AGREEMENT

This License Agreement is made as of the _____ day of _____, 20__, by and between the Franklin School of Innovation (Franklin) and _____ ("Licensee").

Name: _____

Group Name: _____

Contact Address: _____

Phone: _____

In consideration of the mutual promises, covenants and conditions stated below, Franklin and Licensee agree as follows:

1. **PREMISES:** Franklin hereby licenses the right to use the ("Area") together with bathrooms, parking areas and common areas at the Franklin's premises at 21 Innovation Drive, Asheville, North Carolina ("Premises"), for the purpose of _____, and for no other purpose.
2. **TERM.** The Term of this License Agreement shall extend from _____, 20__, at _____ (time) to _____ (time), 20__, at ____ *M. The hours of usage each day during the Term shall be from ____ *M. to ____ *M. Licensee shall have no right to extend the Term of this License absent of a new Licenses Agreement. Upon the termination of each period of usage, Licensee shall deliver the Area to Franklin in the same condition as received.
3. **RENTAL.** Licensee shall pay Franklin as a fee for the above Term, in advance, Dollars (\$*), together with such Security Deposits as apply as described in Section 4 below.
4. **SECURITY DEPOSIT.** Licensee shall pay the Franklin the sum of * Dollars (\$*) to secure

Licensee's obligations hereof and specifically the re-delivery of the Area in good condition at the end of the term of this Agreement, without breakage or damage.

5. **INDEMNITY.** *Licensee hereby releases Franklin from any and all liability arising out of Licensee's use of the Area or appurtenant portions of the Premises. Franklin shall have no liability to Licensee or anyone ("Affiliate") for any personal injury or property damage to Licensee or to any Affiliate, irrespective of how such injury or damage may be caused, arising from or related to Licensee's use of the Premises. As used herein, "Affiliate" means any of the Licensee's family members, guests, caterers, officers, agents, employees, or anyone else using any portion of the Premises through Licensee. Licensee shall indemnify and hold harmless Franklin from any loss, cost or obligation it may suffer arising out of the Licensee's use or any Affiliate's use of the Premises. In the event Licensee's proposed use of the Premises exposes Franklin to unusual risks, then, at the Franklin's sole discretion, before the Area is delivered to Licensee, a Certificate of Insurance shall be delivered to Franklin with respect to the Premises naming Franklin as an additional insured party, with limits of at least \$500K single limit. Licensee acknowledges that Franklin's consent to license the Premises and Area therein, and allowing Licensee and its Affiliates to use the Premises, all constitute sufficient consideration for Licensee's obligations.*
6. **CARE OF THE PREMISES.** *Licensee shall not permit, allow or cause any act or deed to be performed upon, in or about the Premises which shall cause or be likely to cause injury to any person or to the Premises or the improvements, sidewalks, landscaping or pavement adjoining the Premises. Licensee shall at all times keep the Premises in a neat and orderly condition.*
7. **EFFECT.** *This License Agreement binds the heirs, successors and assigns of each party, and may not be altered, amended, terminated or modified except by written agreement executed by the parties hereto. This License Agreement is not a Sublease and no interest or estate in land is assigned or demised hereby.*

IN WITNESS WHEREOF, Franklin has caused the execution of the foregoing by and through its Executive Director or designee, both of whom are duly authorized, and Licensee has executed this Agreement either individually with his or her significant other, as General Partner binding a Partnership, or by and through a duly authorized officer as aforesaid, all as of the day and year first above stated.

*Please pay from this form. Make check payable to Franklin School of Innovation and mail to:
Franklin School of Innovation, PO Box 17367, Asheville, NC 28816.*

Licensee Signature

Franklin Representative Signature

****Franklin School of Innovation requires a certificate of insurance for all rental agreements.**

APPENDICES

MENINGOCOCCAL INFORMATION

WHAT YOU NEED TO KNOW ABOUT

Meningococcal Disease

What is meningococcal disease? What causes it?

Meningococcal disease is a serious, potentially fatal illness caused by bacteria. There are three types of invasive meningococcal disease:

- ❖ **Meningitis** - an infection of the fluid surrounding the brain and spinal cord
- ❖ **Bacteremia** - an infection of the blood stream
- ❖ **Pneumonia** - an infection of the lungs

How is the disease spread?

Meningococcal disease is contagious. The disease is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.

What are the symptoms?

Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.

How many people contract or die from meningococcal disease?

About 3,000 people get meningococcal disease each year in the United States. Approximately 10% to 15% of people who get the disease die from it, and many others are affected for life. About 20% of those who survive suffer long-term effects that can include brain damage, seizures or limb amputations.

Who is at risk?

Anyone can get meningococcal disease. It is most common in infants less than one year of age and people with certain medical conditions, such as lack of a spleen. College freshmen who live in dormitories have an increased risk of getting meningococcal disease.

Can meningococcal disease be prevented?

Yes. Although meningococcal disease is serious and potentially life threatening, up to 83 percent of the cases in adolescents and young adults are potentially vaccine preventable. The meningococcal vaccine has been demonstrated to be safe, and offers protection against four of the five most common types of meningococcal infection.

What do health officials recommend?

Health officials recommend routine vaccination at age 11 or 12 years, with a booster dose at age 16 years. For adolescents who receive the first dose at age 13 through 15 years, a one-time booster dose should be administered, preferably at age 16 through 17 years. Persons who receive their first dose of meningococcal vaccine at or after age 16 years do not need a booster dose.

Does the meningococcal vaccine prevent all forms of meningococcal disease?

There are currently two meningococcal vaccines available in the U.S.:

- ❖ **Meningococcal polysaccharide vaccine (MPSV4)** - available since 1970s
- ❖ **Meningococcal conjugate vaccine (MCV4)** - licensed in 2005

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Both vaccines protect against four of the five most common types of meningococcal infection, including two of the three types most common in the United States. Neither vaccine prevents meningitis caused by other bacteria such as "strep" or Hib bacteria.

Is the vaccine effective?

Yes. Both vaccines work well, and protect about 90% of those who receive it. MCV4 is expected to give better, longer-lasting protection. MCV4 is also expected to be better at preventing the disease from spreading from person to person.

What about side effects?

Up to half of the people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given. A small percentage of those who receive the vaccine develop a fever. Serious allergic reactions to the vaccine are rare, but do occur. Signs of a serious allergic reaction can include difficulty breathing, weakness, hoarseness or wheezing, a fast heart beat, hives, dizziness, paleness, or swelling of the throat.

What can I do if I have a reaction to the vaccine?

If you think you are having a serious reaction to the vaccine, seek immediate medical attention. For mild to moderate vaccine reactions, an aspirin-free pain reliever can be used to reduce fever and soreness at the shot site.

It is important to remember that your child's chances of being harmed by meningococcal disease are far

greater than any chance of being harmed by the vaccine. Immunizations are one of the most important ways parents can protect their children against serious infectious diseases.

How widespread is meningococcal disease? Would I need the vaccine if I travel?

Although large epidemics of meningococcal disease do not occur in the United States, some countries experience large, periodic epidemics. Overseas travelers should check to see if meningococcal vaccine is recommended for their destination. Travelers should receive the vaccine at least one week before departure, if possible. Information on areas for which meningococcal vaccine is recommended can be obtained by calling the CDC's international travel line at (877) 394-8747.

Where can I get more information on the disease and vaccine?

Talk to your physician or someone at your local health department for more information. They can give you the vaccine package insert or suggest other sources of information. In addition, you can find information about the disease and vaccine through the following sources.

- ❖ North Carolina Immunization Branch:
 - Visit the web site at www.immunize.nc.gov.
 - Call (919) 707-5550
- ❖ Call your local health department's immunization program.
- ❖ Contact the Centers for Disease Control and Prevention (CDC):
 - Call 1-800-232-4636 (1-800-CDC INFO)
 - Visit the National Center for Infectious Disease's meningococcal disease website at www.cdc.gov/meningitis/index.html.
 - Visit CDC's Travelers Health website at www.cdc.gov/travel.
- ❖ Vaccines & Immunizations website at www.cdc.gov/vaccines.
- ❖ National Network for Immunization Information at www.immunizationinfo.org.
- ❖ American College Health Association at www.acha.org.



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WHAT PARENTS NEED TO KNOW ABOUT

the Flu

About the Flu:

Influenza (commonly called "the flu") is a contagious respiratory illness caused by influenza viruses. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu vaccination each year. Every year in the United States, between 5 to 20 percent of the population gets the flu; more than 200,000 people are hospitalized from flu complications; and about 36,000 people die from flu.

Symptoms of Flu:

The flu is different from a cold. The flu usually comes on suddenly and may include these symptoms: fever (usually high), headache, extreme tiredness, dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.



Who is at Greatest Risk? Who Should Get Vaccinated?

In general, anyone who wants to reduce their chances of getting the flu should get vaccinated. Vaccination is safe and is the most effective way to fight the flu.

Certain people are strongly recommended to get vaccinated each year. These are people at high risk of having severe flu complications and people who live with or care for those at high risk of severe flu complications. People who should get vaccinated each year are:

- Children aged 6 months through 18 years
- Pregnant women
- People 50 years of age and older
- People of any age with certain chronic medical conditions, including asthma and diabetes.
- People who live with or care for those at high risk for complications from flu, including, household contacts and out of home caregivers of children less than 6 months of age (these children are too young to be vaccinated)

Children and Flu Vaccine:

The CDC recommends that all children and teens from the ages of 6 months through 18 years of age get a flu vaccine every fall or winter. Children 6 months up to 9 years of age getting a flu vaccine **for the first time** will need two doses of vaccine the first year they

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are vaccinated, with the first dose ideally being given in September or as soon as vaccine becomes available. The second dose should be given 28 or more days after the first dose.

- ❑ Flu shots can be given to children 6 months and older
- ❑ A nasal-spray vaccine can be given to healthy children 2 years and older (children under 5 years old who have had wheezing in the past year or any child with chronic health problems should get the flu shot).

You can protect your child by getting a flu vaccine for yourself too. Also encourage your child's close contacts to get a flu vaccine. This is very important if your child is younger than 5 or has a chronic health problem like asthma (breathing disease) or diabetes (high blood sugar levels).

When is the Best Time to Immunize Against the Flu?

Yearly flu vaccination should begin in September or as soon as vaccine is available and continue through the influenza season, (which can extend into December, January, and beyond). The timing and duration of influenza seasons vary. While influenza outbreaks can happen as early as October, most of the time influenza activity peaks in January or later.

Vaccine Reactions

The majority of children who receive the vaccine (about 80 percent) will have no side effects. Of those children who have a side effect, most will have only a mild local reaction such as soreness or redness where the shot was given, fever (low grade), or muscle aches. The flu vaccine cannot give a person the flu.

In very rare cases (far less than 1 out of 10,000), vaccinated children can have a serious allergic reaction. Children who have an allergy to eggs (which are used in making the vaccine) or any component of the flu vaccine are at greater risk for a serious allergic reaction.

Your child's chance of being harmed by the flu is far greater than the chance of being harmed by the vaccine. Immunizations are one of the most important ways parents can protect their children against serious diseases.

What Are Some Good Health Habits to Follow?

The following steps may help prevent the spread of respiratory illness like flu:

- ❑ Avoid close contact with people who are sick
- ❑ Stay home when you are sick
- ❑ Cover your mouth and nose with a tissue or your upper sleeve when coughing or sneezing.
- ❑ Clean your hands regularly
- ❑ Avoid touching your eyes, nose or mouth

Who Can I Talk to About Getting Vaccinated Against the Flu?

Talk to your physician or your child's pediatrician about getting vaccinated. Parents can also talk to someone in their local health department's immunization program about getting the vaccine as well. Remember, the best time to immunize against the flu is September through November. However, it is not too late to get vaccinated in December or later.

Other Resources

- ❑ www.immunize.nc.gov
Immunization Branch,
N.C. Department of Health
and Human Services
- ❑ www.cdc.gov/flu
Centers for Disease Control and Prevention
Flu Home Page
- ❑ www.immunizationinfo.org
National Network for Immunization
Information



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HPV VACCINATION INFORMATION

(HPV) – Get Vaccinated!

What is HPV?

HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-skin contact in the genital area. HPV can be spread even if there is no sexual intercourse.

Human papillomavirus is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these viruses are sexually transmitted, and they can infect the genital area of men and women. Some types of HPV can cause cervical cancer in women. Other types of HPV can cause genital warts.

Many sexually active people (at least 50 percent) get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other sex partners. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV?

HPV is spread through any type of sexual activity and can infect any person who is sexually active. Both males and females can get it and pass it on to their sex partners without even realizing it.

What are the signs and symptoms of HPV infection?

The virus lives in the body and usually causes no symptoms. Some people will develop visible growths or bumps in the genital area (genital warts), but most men and women who have HPV do not know they are infected.

How is HPV related to cancer?

Some types of HPV can infect a woman's cervix (lower part of womb) and cause the cells to change. Most of the time, HPV goes away on its own. When HPV is gone, the cervix cells go back to normal. But sometimes, HPV does not go away. Instead, it stays in the body and continues to change the cells on a woman's cervix. These cervical cell changes (also called cervical dysplasia) can lead to cancer over time, if they are not treated. HPV can also cause other types of cancer, such as vulvar, vaginal, penile, anal, and oropharyngeal (cancers of the back of throat including base of tongue and tonsils).



How can my child be protected from getting HPV?

The only sure protection from HPV is lifelong abstinence or a monogamous relationship with an uninfected partner. However, vaccines are now available that can protect females and males (ages 9 to 26) from some of the major types of HPV.

Does the HPV vaccine prevent all types of human papillomavirus?

No, but the HPV vaccine can prevent most cases of cervical cancer and/or most genital warts. There are currently two HPV vaccines in the United States:

- The quadrivalent HPV vaccine (Gardasil) – which protects against the four types of HPV that cause most cervical and anal cancers and genital warts. This vaccine is available for males and females.
- The bivalent HPV vaccine (Cervarix) – which protects against the types of HPV that cause most cervical cancers. This vaccine is only available for females at this time.

Who should get the HPV vaccine?

Both of the HPV vaccines licensed are safe and effective for females ages 9 through 26 years. CDC recommends that the following individuals receive the HPV vaccine:

- Routine vaccination is recommended for 11 and 12 year old girls and boys. The vaccines can also be started as early as age 9.
- The vaccine is also recommended for males and females 13-26 years of age who did not receive it when they were younger.

Why is HPV vaccine recommended for such young girls and boys?

For the HPV vaccine to work best, it is very important to get all three doses (shots) before being exposed to HPV. Someone can be infected with HPV the very first time they have sexual contact with another person. It is also possible to get HPV even if sexual contact only happens one time. Ideally, males and females should get the vaccine before they even consider becoming sexually active.

How is the vaccine given?

The vaccine is given as a series of three shots over six months. The best protection is achieved after all three shots are given.

Is the vaccine safe and effective?

Yes. Studies show that the vaccine is extremely safe. The most common side effects are redness and soreness where the shot was given. Recipients should also be aware of reports of fainting directly after receiving the vaccine. The CDC recommends patients wait 15 to 30 minutes after receiving the vaccine before leaving the office. Studies have also found the vaccine to be almost 100 percent effective in preventing diseases (such as cervical cancer and genital warts) caused by the HPV types covered by the vaccine.

Do men and women who have received the HPV vaccine still need to worry about sexually transmitted infections?

Yes. When vaccinated girls are older, they will still need to get regular Pap tests since the vaccine does not protect against all types of HPV that cause cervical cancer nor does it protect against other sexually transmitted infections.



How much does the vaccine cost?

The vaccine can be very expensive, around \$390 for all three injections. However, if your child is insured, the insurance may cover the costs. If your child is 18 years of age or younger and meets one of the following qualifications, he or she is eligible to receive the vaccine from the state at no cost:

- Is eligible for Medicaid,
- Has no health insurance,
- Is Native American or Alaskan Native, or
- Has health insurance, but it does not cover any of the vaccine cost.

What if my child is uninsured? How can I get help paying for vaccine administration fees and other health care services my child needs?

Your child may be eligible for Health Check/ Medicaid or NC Health Choice – free or low cost health insurance for children and teens. Even children in a family of four with working parents may qualify. Both programs offer a rich package of benefits. If you are uninsured, apply through your local department of social services to find out if you qualify. To learn more about these child health insurance programs, go to **www.NCHealthyStart.org**.

What can I do?

If you would like to have your child vaccinated, please contact your doctor, health care provider or local health department to schedule an appointment.

Contact your insurance company to determine if they will cover the cost of the vaccine. If you are uninsured, apply through your local department of social services to find out if you qualify for Health Check / NC Health Choice insurance.

For more information about HPV, please contact the Centers for Disease Control and Prevention (CDC) at:

- **1-800-232-4636 (1-800-CDC-INFO);**
- **www.cdc.gov/std/hpv**
and **www.cdc.gov/vaccines;**

or visit the NC Immunization Branch's website at **www.immunize.nc.gov**.



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2018-2019 ANNUAL PUBLIC NOTICE - FERPA

A. Student Records: Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ("FERPA"), a federal law, gives parents and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review your child's education records within forty-five (45) days of the day the school receives a request for access. You should submit to the Executive Director a written request that identifies the record(s) you wish to inspect. The Director will make arrangements for access and notify you of the time and place where the records may be inspected.
- The right to request an amendment of your child's education records that you believe are inaccurate or misleading. You should write to the Executive Director, clearly identify the part of the record you want changed and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested, the school will notify you of the decision and advise you of your right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when you are notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in your child's education records. FERPA requires that the school obtain your written consent prior to the disclosure of any such information with certain exceptions. For a complete list of the disclosures that elementary and secondary schools may make without parental consent see 34 CFR Part 99.37.
- The school may release "directory information" about a student unless you have advised the school to the contrary. The school has designated the following information as directory information:
 - Student's Name
 - Degrees, honors, and awards received
 - Address and telephone listing (if parents/guardians did not opt-out of the directory)
 - Dates of attendance
 - Electronic mail address
 - Photograph
 - Participation in officially recognized activities and sports
 - Major field of study
 - Weight and height of members of athletic teams
 - Grade level
 - Most recent educational agency or institution attended
 - Enrollment status

The primary purpose of directory information is to allow the school to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; or
- Sports activity sheets, showing weight and height of team members.

Directory information may also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, under federal law, we are required to provide military recruiters and institutions of higher education, upon their request, with the names, addresses and telephone numbers of high school students unless the student or parent has advised the school that they do not want such information disclosed without their prior written consent.

If you do not want the school to disclose some or all of the directory information described above from your child's education records to all or certain recipients without your prior written consent, the School must be notified in writing no later than September 15, 2018. For your convenience, a form that can be used for this purpose is provided at the end of this Notice. An “opt out” is perpetual and can only be rescinded in writing.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures of the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

THE FRANKLIN SCHOOL NCLB /FERPA OPT-OUT LETTER

If you wish to restrict the disclosure of your student's directory information, please check all boxes that apply and return to your child's school.

Federal law requires schools to release a secondary student's name, address, and phone number to military recruiters and institutions of higher education unless the student or his parent requests in writing that such information be withheld. In addition, the Family Educational Rights and Privacy Act (FERPA) gives parents (or students, if 18 years of age or older) the authority to prohibit schools from disclosing any or all directory information by providing notification in writing.

Please consider this letter notice of the following:

As parent/legal guardian of a student who is less than 18 years of age and in high school, I hereby exercise my right to request that you do not disclose the name, address or telephone number of my son/daughter to:

- ☐ Military recruiters
- ☐ Institutions of higher education

As a student 18 years of age or older and in high school, I hereby exercise my right to request that you do not disclose my name, address or telephone number to:

- ☐ Military recruiters
- ☐ Institutions of higher education

As parent/legal guardian of a student less than 18 years of age, I hereby exercise my right under FERPA to request that you do not disclose any directory information for my son/daughter, except: ***[List directory information or purposes that you do permit, if any].***

As a student 18 years of age or older, I hereby exercise my right under FERPA to request that you do not disclose any of my directory information except: [List directory information or purposes that you do permit, if any].

Student Name: _____ Grade: _____
(Please Print)

Parent/Legal Guardian Signature: _____ Date _____

Student Signature (if 18 or older) _____ Date _____