

Franklin Elementary Parent Handbook 2023-2024



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General School Information

About Franklin

Franklin Elementary School is a Preschool-5th grade school serving approximately 600 students. Franklin has been recognized by the California Department of Education as a California Distinguished School Award.

We are a school where diversity is valued, we develop the Whole Child, collaboration and teamwork are the norm, and student learning is the top priority. Our core goal is extraordinary achievement for all students while simultaneously closing the achievement gap.

Franklin teachers teach the California State Standards and utilize research-based instructional strategies and methodologies to meet all students' needs. Some strategies include Cognitively Guided Instruction, Thinking Maps, Inquiry/Project Based Learning, and Blended Learning. Staff participate in continuous professional development in order to provide students with an innovative and rigorous learning experience. Franklin teachers are also committed to analyzing data to differentiate their instruction for each child. We utilize a Response to Intervention (RTI) system to ensure all students receive the support and interventions they need to be successful.

Our school site focus is on social emotional learning using the Responsive Classroom teaching and learning approach. We are also focused on building our best practices in mathematics. We supplement the core curriculum with additional enrichment in science, visual arts, theater, music, physical education, library, and gardening for all students.y.

Here at Franklin we are focused on students' social-emotional development. Teachers teach behavioral skills with the goal of preparing the next generation of lifelong learners to be positive members of the community and the world. We incorporate Responsive Classroom techniques, Restorative Justice, Morning/Community Meetings, and Mindfulness.

Franklin believes that parent engagement positively impacts the success of the students and the school. Therefore, the school has a variety of family events that connect students to school, bring families and staff together, and create a fun and positive environment for all. Franklin also has numerous school-home communication methods, and offers a variety of volunteer, committee, and leadership opportunities for family members.

SMMUSD and Franklin Goals

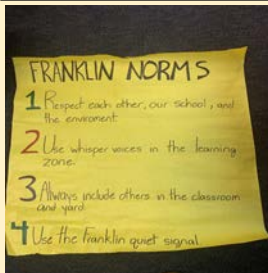
Extraordinary achievement for all students while simultaneously closing the achievement gap

1. All graduates are socially just and ready for college and career.
2. English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.
3. All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

School Site Focus

Using the social emotional learning lens, how can we engage in instruction that is rigorous, collaborative, best use of academic discourse where students have a positive school experience using the Responsive Classroom approach?

Franklin School Norms



School Schedules

Office Hours:

Monday, Tuesday, Thursday, and Friday 8:00am-3:30pm, and Wednesday/Minimum days 8:00am-3:00pm.

Wednesdays are early dismissal days for staff professional development. All SMMUSD schools have one banked time day each week so teachers can participate in on-going professional development. Having time to meet together as a professional learning community, plan and reflect on instruction, and learn new skills helps us provide a rigorous and high quality program for our students.

Please do not ask for a meeting with your child's teacher on Wednesday afternoons, as teachers attend staff development meetings.

In addition, a few days each year are designated as Minimum Days. On these days, students are dismissed earlier than usual. Refer to the school calendar for the current year's schedule.

There is a staggered dismissal schedule. There are also assigned pick up gates for each grade level at dismissal.

Grade Level	Minimum Days	Regular Days	Wednesday Hours
TK & Kindergarten	8:30AM – 12:15PM	8:30AM – 1:30PM	8:30AM – 1:30PM
1st – 2 nd Grades	8:30AM – 1:30PM	8:30AM – 2:45PM	8:30AM – 1:30PM
3 rd Grade	8:30 AM – 1:30PM	8:30AM – 2:50PM	8:30AM – 1:30PM
4th-5th Grades	8:30 AM – 1:30PM	8:30AM – 3:00PM	8:30AM – 1:30PM

A downloadable PDF of the bell schedule is available on our school website.

Please note the assigned grade level gates at pick-up.

TK/K	Montana gate along the K yard
1st	Idaho East Gate
2nd	Idaho East Gate
3rd	Idaho East Gate
4th	Idaho West Gate
5th	Idaho West Gate

Home School Communication

Home School Communication Methods

School-home communication is a priority at Franklin School because we view parents as partners in their child’s education.

We have multiple ways in which we communicate school, class, and student information with parents and families such as:

- School Website- www.franklin.smmusd.org
- Twitter and Instagram- @Franklin_Bolts
- Mini-Messenger- (button on the school website)
- Eblasts and school wide phone calls from Franklin
- Postings on the Marquee
- Postings on the School Fences
- Emails from Franklin Staff
- Individual Calls Home from Staff
- Push notifications from the SMMUSD App
- Digital platforms used by Teachers such as Seesaw, Class Dojo, and Google Classroom
- In-Person Conferences (Parent/Teacher Conferences, SSTs, IEP Meetings, other meetings as needed)
- First Day Packet/AERIES parent portal
- Franklin Handbook

- Volunteer Handbook and Training
- School Information Events- Back to School Night, Open House, TK/ K Roundup etc.

The PTA also communicates school and PTA related information:

- PTA Website
- PTA Meetings
- Committee Meetings- SSC, ELAC, etc.
- Room Parents
- PTA Facebook Page
- Weekly PTA e-newsletter called the Franklin Flash sent every Friday

If you have a question or concern regarding your child, it is important to communicate with the school right away so that we can help.

- Contact your child's teacher first. Please email your child's teacher to arrange a meeting. Teachers will be unable to accommodate pop-in meetings, as they are busy preparing excellent lessons for the class. Please inform the teacher of the reason for the meeting, so they can prepare materials and information.
- After meeting with the teacher, if you still have a question or concern, contact an administrator. You may email an administrator directly, or schedule a meeting with the Administrative Assistant. You will be asked if you have already met with the teacher, and if so to describe the question or concern so that the administrator can be prepared for the meeting. If the parent has not yet met with the teacher, they will be referred back to the teacher.
- For questions about community resources, please contact our Community Liaison, Florencia Rams- frams@smmusd.org
- Please contact our front office with questions about enrollment or attendance.
- Please note, there will be no class changes once school begins.

As teachers are teaching during the school day, response time to emails is approximately 48 hours.

Please refer to the staff roster on our web site for staff contact information: www.franklin.smmusd.org

Custody Matters and Communication

The staff, school, and district do not get involved in custody matters. The school will focus fully on your child, and will work to ensure their well-being and success at school. If parents have shared custody and both parents wish to attend a meeting, please plan to attend one meeting so that both parents can hear the same information at once. This includes parent teacher conferences and IEP's.

Email Protocol

Professional, productive, and efficient communication is important for all members of the SMMUSD community. This email communication protocol is designed to strengthen communication by establishing professional expectations. It will also ensure teachers have time to focus on instruction, while being able to respond to questions and concerns in a helpful and timely manner.

We ask that parents follow these professional guidelines when emailing Franklin staff:

- Maintain professional tone and language at all times.
- Keep messages brief and to the point.
- Use the subject line to indicate the audience, content, and purpose.
- State the response expectations.
- Use group distribution lists sparingly.

- Use Reply All sparingly, and only when a response to all recipients is necessary.
- Forward emails only when appropriate.
- Make personal contact, face-to-face or voice-to-voice a priority over email; especially when issues are sensitive.

When writing emails, Franklin adults assume good intentions. Employees will check emails at a minimum of one time per day, but not during the instructional time, so responses will likely be before or after school on business days. Employees will respond within 48 hours on business days.

Class Email Lists

At the start of the school year parents may receive a class roster of emails to arrange playdates and for school-related communication. These are to be kept confidential, and not shared with other classes, people, or outside organizations. Emails should only be used to communicate school and classroom information as provided by the school or teacher, and as such are intended to engage parents in school, facilitate school-home communication, and to promote a positive school climate. Email communication is not to be used for personal or political information, viewpoints, or other matters. The school's Civility Policy applies to email communication as well as in-person and phone communication. Those using these emails are expected to uphold the SMMUSD Email Communication Protocol by maintaining professional tone and language at all times, keeping the number of emails to a minimum, keeping communications brief and to the point, using the "reply all" sparingly and just when a response to all recipients is necessary, and forwarding emails only when appropriate.

Parents may choose to opt out of having their email shared to the class list by informing the office at the start of the school year.

Back to School Night

Back to School Nights are held the 2nd week of school for TK-2nd grade and the 3rd Week of school for 3-5th grade. Information about grade level standards, classroom rules, expectations about homework and the academic program for a grade level is provided during classroom meetings. This is an excellent opportunity to open lines of communication with your child's teacher and meet the other families in your child's class. Please note Back to School Night is for adults only; please make arrangements for childcare. Students are not permitted on the playground during this event.

Parent Conferences

Information on individual student progress is shared with parents formally during Fall Parent/Teacher Conferences. Conferences with teachers may also be arranged at any time during the year by contacting the teacher.

Progress Report/Report Cards

A progress report is given in November during Parent/Teacher Conferences that describes how a student is progressing academically at that point in the year. Formal Report Cards are given in February and the last day of school in June. The Report Cards provide comprehensive feedback on student progress relative to state standards in key areas. A document called "Understanding your Child's Report Card" is available on the district website.

Open House

Open House is scheduled each Spring. This is a special night when children can show their parents the classroom and the work the class has been doing. It is an informal time to visit and look at the classroom and campus facilities.

School Safety

Visitor/Volunteer Procedures for Entering/Exiting Campus

1. Enter via the main office only, unless directed otherwise by administration.
 2. Office staff will ask the reason for the visit. Visitors must have a previously arranged, and administrator/designee approved reason, for being on campus. Surprise/drop-in attempts to volunteer or visit classrooms are not permitted. The office will call the teacher to notify them of the visitor's arrival and confirm the visit/volunteering.
 3. The office will ask the visitor for their driver's license (or other government issued identification), and the Raptor computer system will scan the ID. A sticker badge will be printed showing the ID picture, the date, time, school name, and campus location of the visit.
 4. Visitors will place the sticker badge on their body in a visible location. Students have been taught to let a teacher know if they see someone without a badge. If adults see someone without a badge (all staff wear a badge as well) they should immediately inform the office. Badges must be worn at all times during a visit.
 5. The office will buzz in the visitor.
 6. Visitors must go directly to the volunteer classroom/location, and upon finishing return directly to the office. Visitors are not permitted to go to other locations on campus if it has not been previously arranged.
 7. When leaving campus the sticker badge may be returned to the office and the office staff will sign the visitor out via the Raptor system. Exit campus through the main office. It is important to check out with the office staff so the office is aware of all individuals on campus in the case of an emergency.
- Even if the office knows the parent or visitor, all individuals visiting or volunteering must follow these procedures for the safety of the campus.
 - When volunteering first thing in the morning, please drop off your child at the gate and then go to the office to follow these procedures. Do not go straight to the classroom; volunteers need to sign in and get a sticker badge.
 - Volunteering: Parents must attend a Volunteer Orientation and complete the required Volunteer Application to be permitted to volunteer. The Volunteer Application is downloadable from the school website and may be turned in to the office. Applications are approved by the nurse and administration, and cleared applications are valid for 4 years.

The Raptor badge system is used for campus safety so that we know who, when, where, and why everyone is on campus. The registered sex offender database is the only official database checked by the Raptor system, and in the event of a match Raptor notifies designated school officials. No other data from the ID is gathered and no data will be shared with any outside company or organization. For large schoolwide events, and events open to the public, a paper check-in system may be used if the Raptor system creates an excessive delay.

Thank you for your assistance in helping to keep our campus safe.

Morning Drop Off Procedures

From 8:15-8:30am students may enter campus at any of the open gates: 1st-5th may enter via the Idaho East gate or TK/Kindergarten gate if they have a TK/K sibling. TK/K enter via the 25th and Montana Gate.

Adults may also utilize the Valet Drop-Off system along Idaho 8:15-8:30am. A Franklin staff member will be present at gates as a Gate Monitor.

These gates are student-only access, so adults say farewell to their child at the gate and students enter campus on their own.

When students enter campus they may play on the playground (blacktop access) before school. This is for students' safety, as the field will be off limits. They will line up at their class lines once the bell rings.

Franklin staff members are supervising on the yards (8:15-8:30am). Supervision is composed of Instructional Assistants, Paraeducators, Playground Teachers, Teachers, and Administration, who all also work on campus during regular school hours.

Gates are locked promptly at 8:30am and after that time students enter through the main office and get a tardy slip. Instruction begins promptly at 8:30am.

Adults coming onto campus for volunteering, parent teacher conferences, group/committee meetings, or school events, follow the SMMUSD Visitor Policy (see above).

Special/alternate morning procedures may occur for special events or schoolwide functions such as the first day of school, Move-a-thon, Outdoor Assemblies, Culmination, etc. The school will provide information to parents in such situations.

Dismissal/Pick-Up Procedures

The gates open promptly at the end-of-school day bell and remain open for 10 minutes for pick-up.

Franklin has implemented a staggered dismissal to benefit the flow of traffic, and to increase student safety. Parents with students in multiple grade levels must make arrangements to pick up their children at their assigned dismissal times; there is not supervision for siblings between dismissal times.

Assigned gates by grade level are also utilized so that staff can better see who each student is being dismissed to, and to reduce crowding at individual gates, for student safety.

TK/K- Montana Avenue

1st- Idaho East

2nd- Idaho East
3rd- Idaho East
4th- Idaho West
5th- Idaho West

Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, Boys and Girls Club, or the school. The students enrolled in these programs go directly there at the end-of-day bell and sign-in to the program. TK/K students are picked up by their program.

The after school programs and their staff is in charge of the supervision, safety, and learning of the students in their programs after school. If you have any questions or concerns with things that occur after school during one of these programs, please contact that program directly as they are separate from the school.

Parents picking up from after school programs utilize the coded Parking Lot Gate. Students not enrolled in after school programs cannot play on the playground even if their parent is present. Parents who would like their child to have access to the playground after school, may sign them up for an after school program. The school playground is also open to the public on weekends and local parks are open daily.

Parents may choose to let their child walk/bike home on their own; parents should note this on the Emergency Card.

Once a student exits the campus at the end of the school day, they may not return to campus. If they leave after school to visit local vendors or businesses or visit in other friends' homes, they will not be readmitted to campus. Please make sure that your child understands that once on campus, they should not leave without formal permission either during or after school.

Car Drive-Through Drop-Off/Pick-Up

Parking in the neighborhood is limited, and the staff parking lot is for staff only. To make drop off easier, Franklin offers a valet drop-off system.

1. Drive slowly and look out for children. Obey stop signs and staff directions.
2. Do not park in the alleys at any time.
3. Pull up to the front of the lane before stopping your car.
4. Stay in the car. Staff/parent volunteers will open the door to let out students and will close the car door after they get out. Students should be ready with their backpack, lunch, and other items so they can depart the car quickly.
5. Please watch to ensure your child enters the gate.
6. Drive carefully when leaving. Avoid three point turns or u-turns. Please do not jay walk.
7. Please model respect and appropriate behavior in the presence of children and understand we are all working towards maintaining safety for all. The crossing guards are trained to stop traffic and to cross our children at busy intersections. Please do not coax your child, with a horn honk or a yell, to cross the street at any illegal point.

Staff Parking Lot

The parking lot is for staff only; there is no parking for parents or volunteers. There is limited parking around the school, so please plan enough time to locate parking and read street signs carefully. Do not pull into the parking lot from the alley. This goes against the flow of traffic. Any cars that are double parked, illegally blocking fire lanes, or illegally parked in handicapped spots will be towed at the owner's expense. Any cars not identified as staff cars parked in the lot will be towed at the owner's expense.

Bicycle, Skateboard & Scooter Policy

Helmets are mandatory for children riding their bikes, skateboards or scooters to school. We have bike racks located by both playground. Locks are required and students must lock their own bikes, skateboards or scooters to the rack; they cannot be left in the classrooms, hallways or school office. Always walk bicycles, skateboards or scooters on school ground.

Use of Playground Equipment

Franklin students safely use all playground equipment and are inclusive with their play. All equipment used must be returned to their location, students slide down the slides, and equipment from home cannot be used during the school day. Students are reminded to be upstanders if they notice students being left out of games. Handball rules are clearly posted and tetherball is taught by our PE coaches.

Dogs on Campus

Dogs are not allowed on campus at any time, even when they are being held or on a leash. Tying dogs to school perimeter fences whether attended or unattended is also not permitted. If any pet is to be on campus, there must be prior administration approval.

Heat Days, Rainy Days, and Fire/Smoke Days

When the outdoor temperature is very high, 85 degrees and above, we implement inclement weather protocol. All campus facilities have HVAC, air conditioning and heat. However other strategies are also implemented as needed:

- Open windows upon arrival.
- Use of air conditioning (available in all classrooms/spaces).
- Utilize portable, ceiling and other installed fans.
- Keep classroom lights off, and heat generating appliances off.
- Share cool spaces with colleagues.
- Utilize cooler indoor campus spaces such as libraries, multi-purpose rooms and other common spaces as alternate locations for outdoor activities.
- Encourage students to wear cool clothing. No flip flops please.
- Encourage students to bring water bottles to school.
- Ensure student access to water and encourage students stay hydrated.
- Monitor students and watch for adverse effects from the heat and seek help from the school nurse or health office specialist for students or staff members who display symptoms of dehydration, heat exhaustion or other health concerns.
- Minimize exerting activities and ensure that there is a post PE cool down period of at least ten (10) minutes prior to returning to the classroom following any strenuous activity in the warm weather. PE activities will be indoors, and will minimize the amount of movement

appropriately for the temperature and space.

- Recess and lunch will be indoors.
- All instruction continues as normal.

On extremely hot days SMMUSD will blast information about whether or not a minimum day is going to be called, or if school will be canceled. It is always at the parents' discretion as to whether or not to pick up their child from school, or keep them home, in the case of an inclement weather day. However, the absences will be marked Unexcused unless noted by SMMUSD that they will be marked as Excused.

On rainy days, students have recess and lunch indoors. PE activities will be indoors, and activities will be modified appropriately for the space. All instruction continues as normal. We recommend that your child wear rain boots, and bring an umbrella, as they may walk outside for brief periods of time to go to the restroom or transition between classes. Similarly, please ensure that on rainy or cold days students dress appropriately with a coat or other cold-weather attire. Please be aware that there is not a grace period on rainy days; students who arrive after 8:30am are marked tardy so please plan accordingly.

On days where there is poor air quality due to smoke from a fire or other reason, students have recess and lunch indoors. PE activities will be indoors, and activities will be modified appropriately for the space. All instruction continues as normal. In extreme cases the district and/or school will inform you if it will be a minimum day or if school is canceled.

Emergency Cards

Every child must have an emergency cards on file in the school office. These cards provide important annually updated information so school staff can get in touch with you in case of emergency or illness. Include home, work, and cell phone numbers. Please make sure the contact information is accurate and kept current throughout the year. It is also important parents list several other emergency contacts who are authorized to communicate with the school and/or pick up the child in the case of emergency. Advise the office immediately if your addresses or phone numbers change. You must also confirm your information on the AERIES parent portal at the beginning of the school year.

Please note: Any custody agreements or orders that affect who may pick up your child must be on file at the school office. Dual households must each complete an emergency card.

Emergency Drills

Drills are conducted monthly during the school year so that students and staff are prepared to deal effectively with emergencies. These include:

- Fire- A fire alarm or announcement over the loud speaker will occur. Evacuate to the assembly area on the grass or other safe place. Wait for all clear from emergency services and admin. Pick-up protocol may go into effect.
- Earthquake- Drop, cover, and hold. When the ground stops shaking quickly exit the building and take a safe route to the grass assembly area or other safe meeting location. Search and

rescue and pick-up protocol may go into effect.

- Shelter-in-place- A Shelter-in-Place is when the threat is outside of the campus, so we stay inside but talking and instruction can continue. Follow all staff directions and wait for all clear from emergency services and admin.
- Lockdown- A Lockdown is when there is an unsafe threat on campus, so we immediately get inside, hide, and stay quiet, or escape from a threat to a safe location. Follow all staff directions and wait for all clear from emergency services and admin. Pick-up protocol goes into effect.

If parents or visitors are on campus during an emergency drill, they are expected to evacuate along with the students; staff must account for all persons on campus.

The school has a Comprehensive School Safety Plan (CSSP) that is updated and adopted annually by the School Site Council and the Board. The CSSP helps staff know their roles and the procedures for a variety of emergencies. The CSSP is available for viewing in the office. SMMUSD also has a CSSP that is available for viewing at our school and district websites. Franklin has emergency supplies for emergency situations located in every classroom, red backpacks in classrooms and all buildings where children may be sheltered, and in a large emergency supplies bin near the handball courts.

Emergency Communication

In the case of an emergency we will blast information via voice, email, and/or push notification.

A push notification (alert) to the home screen of your cell phone will only occur if you have downloaded the free SMMUSD app to your iphone or android. You can download this app from the app store on your phone.

It is also important that when you receive communication blasts labeled from “Franklin Elementary, frankliny-bc@smmud.org” you do not click the “unsubscribe” link. If you click this, you will not receive important emergency notifications. We try to send general information blasts out sparingly.

Please also follow us on twitter @Franklin_Bolts and @SMMUSD for real time information. Twitter updates are also viewable at our Franklin and SMMUSD website.

You can also sign up for texts, emails, and/or phone calls from the City of Santa Monica regarding natural disaster, police activity, and other emergency information at www.smalerts.net.

It is important that you provide an updated Emergency Card every year, since we use the information on this card to contact you in the case of an emergency. This card also lets us know who we can release your child to in an emergency pick-up situation.

Emergency Pick-Up Protocol

In the case of an actual emergency, emergency pick-up protocol will go into effect in order to ensure the safe dismissal and pick-up of students. Please follow the following procedures:

1. After an emergency, students will be escorted to the emergency assembly area, located on the grass field.
2. Please do not come to the campus until directed to do so via phone blast, email blast, or

other emergency communication. It is important parents stay safe, until emergency services have authorized dismissal procedures.

3. Stay off the telephone. Communicating with the school via telephone after a disaster may prove difficult and could delay emergency communications.
4. When arriving at school, parents or other designated adults should report to the Request Gates at the Arizona Gate or Parking Lot Gate, where you will request your child from staff. All other gates/entrances will be locked. Have your photo ID ready. Children will only be released to people authorized on the emergency card and who have their ID.
5. If the parent/guardian/designee is unable to pick up their child following the emergency disaster, the student will remain at school under the supervision of school staff until their arrival.

Please be calm and patient during the pick-up process, as we work together to ensure the safety of our children. The school has ample emergency supplies, and the students and staff have practiced so everyone knows what to do in an emergency.

Other General Policies and Procedures

Student Class Placement

Planning for fall student classroom assignments is done by school staff beginning in the previous spring. Using a team approach, placement of students focuses on the needs of those students and that teaching and learning are more effective with balanced classes. Class design is a complex process, and numerous factors are considered with the best interest of each student in mind. Every class is balanced in order to provide a nurturing environment where children can grow academically and emotionally.

A parent input form is sent home in the spring. Parents are invited to complete this form and share information about their child. When completing a Parent Input Form, please keep in mind that requests for specific teachers are not permitted. All Franklin teachers are highly qualified and can meet the needs of all students. If an older sibling had a teacher, and the family would prefer to not have that teacher again, this will be considered by administration. The same courtesy is extended to teaching staff.

Siblings are not guaranteed to have their sibling's previous teacher.

If you have any concerns about your child's teachers, please do not call the office and ask for a change of placement or a meeting with an administrator. Please contact your child's teacher directly to set up a parent teacher conference to try and resolve your concerns. If you have had a parent/ teacher conference, and you have continued concerns, you may contact an administrator to arrange a meeting with administration, yourself, and your child's teacher to discuss the matter further. Most initial concerns work themselves out as children make friends and develop relationships with their new teachers. There will be no class changes once school begins.

Messages and Deliveries to Students

Every effort is made not to interrupt instructional time. Phone calls are not transferred to classrooms during the school day. If it is an emergency please contact the office and staff will relay the message. Lunch deliveries for children should be dropped off at the office where they can be picked up by the child at an appropriate time.

Students must remember to bring their instrument to school. Forgotten instruments are not accepted for delivery; this is because 4th/5th grade students are learning responsibility and forgetting their instrument will give them the opportunity to learn from their mistake and remember it next time.

Siblings in Performances

Children are not permitted to be removed from class to attend siblings' school performances during school hours. If performances are after school hours, they are open for all to attend.

Lost and Found

Please be sure to label all of your child's belongings. Unclaimed items are gathered and put outside in the office vestibule. Unclaimed items are donated to local charities at the end of every month. The custodians and office staff will not unlock classroom doors if items are left in the classroom. Students will need to retrieve any forgotten items the next school day during class-time.

Items Brought from Home

Children should not bring valuable personal items to school. This includes money. If a child needs to bring money for lunch, pictures, the book fair, or some other obligation, we suggest that it be sealed in an envelope marked with the child's name, room number, the amount and the purpose. Most teachers, especially in the primary grades, will hold the envelopes for children until they are needed.

Toys, electronic games, trading cards, yo-yos, sports balls, dangerous objects, matches, lighters, toy guns, toy knives or any other look-alike weapons are not allowed at school. "Sharpies" permanent markers are not allowed at school. They are not considered a "school supply." These items may be confiscated.

Weapons of any kind are prohibited. Action will be taken for possession or use of weapons according to the SMMUSD Board Policy and Ed Code, which includes police notification and suspension.

Cell Phones and Electronics

Students are not permitted to have cell phones on campus. If it is an emergency, students can go to the main office and call home. Other personal electronics from home such as smart-watches, iPads, Kindles etc. are not permitted on campus. Franklin is not responsible for lost or stolen items. If a student uses their cell phone during school hours, it will be confiscated and held until the end of the school day and must be picked up by a parent. In no event or circumstance, will the district or its staff be held responsible or liable for the loss, theft or damage to any such device.

Invitation Policy (Birthdays/Non-school related events)

Please take care of invitations for birthday parties, play dates, etc., outside of school (even if the whole class is invited). We are unable to send them home in student folders or student cubbies.

Private School Recommendations

Some of our students choose to attend private school at different stages in their school career. We wish them the best in their new academic setting, but school staff do not provide recommendations. We are confident that over the years the schools' admissions committees have developed an effective screening process that allows them to identify students with characteristics that best fit their educational philosophy and academic standards. Our office can provide you or the school with any needed school records.

Dress Code

The purpose of the Franklin dress code is to support a safe learning environment. Clothing may not disrupt the learning environment.

No clothing, jewelry, accessory etc. will be allowed which defames, degrades, or offends a culture, religion, or gender, or that depicts in any form, profanity, violence, drugs, or alcohol.

Students should wear clothing that is appropriate for school and allows students to safely participate in playground and P.E. activities. Acceptable length for dresses, shorts, skirts, and skirts is mid-thigh (at finger tips) or longer. Hats may not be worn indoors. Spaghetti straps, bare mid-drifts, or overly baggy clothing are not permitted at school.

For safety reasons, all shoes must be enclosed all around (heel, toe, and sides). Shoes must be worn at all times on campus. Flips flops, house slippers, or sandals are not permitted. Shoes with retractable wheels and motorized items are not allowed on school grounds at any time. Students without safe shoes will be asked to phone home for appropriate shoes to be brought to school.

No makeup allowed except for Halloween and school established performances. No extreme hair lengths haircuts or hairstyles that would disrupt or interfere with the education process or safety of students.

Behavior Policies and Standards

Safe School Guidelines

As a SAFE SCHOOL, we at Franklin are committed to a caring community for learning in a safe environment. Therefore, we will adhere to the following guidelines:

- We will be respectful of differences of all types -- physical, mental, emotional, social, and spiritual. We will choose our words and actions to help not hurt others. We will work to keep our school free of verbal and nonverbal put-downs, with regard to the following:
 - o academic progress
 - o age
 - o appearance/body image/mannerisms
 - o athletic ability
 - o belief systems
 - o cultural, ethnic and/or racial background
 - o family background and composition
 - o friendships
 - o languages

- learning styles
- physical challenges
- sexual harassment of any type, including gender stereotypes and homophobic taunts
- We will use school-appropriate language.
- We will not tolerate physical abuse, taunts or threats.
- As a Safe School, we will accept responsibility for our words and actions without excuses.
- As a school community, we are all responsible for ensuring a safe and secure school.
- We are all responsible for each other.
- Every student should have at least one person on campus to whom they would report a concern.
- If you need help with a problem or are worried about a friend or another student, talk to a teacher, administrator, or campus adult and an adult at home.
- We all are responsible for knowing the rules.

School Expectations>

Franklin school has developed a new positive reinforcement system that will be shared with the entire student community at the beginning of the year.

Olweus Bullying Prevention

The Olweus Bullying Prevention Program (OBPP) is a research-based school-wide “systems-change” program that reduces bullying in schools. It is used in schools across the nation and around the world to help make the school a safer, more positive place where students can learn.

The goals of OBPP are to:

- Reduce bullying problems
- Prevent new bullying problems from happening
- Make relationships better among students.

It is a coordinated effort by all the adults in the school to supervise and intervene when any bullying happens. The program is for all students: victims of bullying, students bullying, and witnesses/bystanders. All staff at Franklin is participating in ongoing Olweus training, and knows how to intervene if they suspect or witness bullying behavior. 3rd-5th graders take an online bullying survey every year so that Franklin can get feedback on the Olweus program. More information is available at <http://www.olweus.org>

As part of the Olweus Program, Franklin classrooms conduct Morning/Community Meetings. During these circle time discussions, students discuss and reflect on topics related to the Social Justice Standards, any topics of concern, or participate in discussion to build relationships. The purpose of these meetings is to build positive classroom communities and relationships to facilitate an environment conducive to learning, and to build social-emotional skills.

Bullying is defined as repeated, intentional, and power-imbalanced behavior that makes other people feel uncomfortable or threatened. It can be physical, emotional, and/or cyber. It is important the adults understand the definition of bullying, as it is a serious offense, and is different than general mean or rude behavior. An incident that occurs once, or is an accident, is still not okay, and may have consequences, but it is not defined as bullying.

Bullying is a very serious word and offense, so it's important we know the difference between bullying and what is inappropriate behavior and use the word correctly.

Rude: When someone says or does something unintentionally hurtful once

Mean: When someone says or does something intentionally hurtful once

Bullying: When the same person says or does something intentionally hurtful, and they keep doing it, even when you tell them to stop or show that you're upset, and they have more power in some way

The four Olweus Anti-Bullying Rules at Franklin are:

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know someone is being bullied, we will tell an adult at school and an adult at home.

Steps if a Staff Member Suspects Seeing Bullying

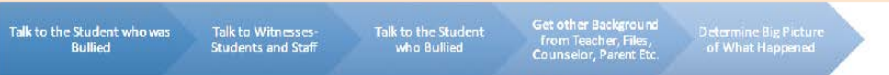
All staff are trained in the Olweus Anti-Bullying Program, which includes steps for on-the-spot intervening when someone sees or suspects bullying.

1. Stop the bullying behavior.
2. Support the student who has been bullied.
3. To the student who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
4. Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
5. Impose immediate and appropriate consequences for the student(s) who bullied (such as referring them to the teacher or office).
6. Take steps to help make sure the student who was bullied will be protected from future bullying.

What Happens After a Suspected Bullying Situation

In a potential bullying situation the administration will be notified. Remember, this is different than rude, mean, or inappropriate behavior, which may be handled directly by yard staff or the teacher. Note that we do not label a student as a "bully," we say "the student who bullied" describing the behavior. Every situation is different and this is a template.

1. Gather Information



2. Communication



3. Consequences

Elementary age children are continuously learning; mistakes are made and children can learn from them and grow and improve. When students make a mistake we see it as a teachable moment, and we work with students to help them reflect upon their behavior. We ask them to think about how their choice/behavior impacted themselves and others, and what they could do differently next time. The point of consequences is to stop the behavior, and prevent the negative behavior from occurring again in the future. Consequences are determined by the teacher and/or administration. Consequences are unique to each specific situation. Some possible consequences range from:



4. Determine Next Steps

These vary depending on the specific situation.



Positive Reinforcement

Yellow and Purple Slips- Student positive behavior is reinforced with slips. Whenever students are modeling appropriate behavior and representing one of Franklin's Values, they will be awarded a slip. A yellow slip is a recognition for representing a Franklin Value and purple slips are for students who stand up to bullying. Students will then enter their slip into a drawing. One winner will be selected from each grade level and have their name announced on the loud speaker each Friday, or at the school

wide assembly. These students will have their picture taken and posted in the main office. Students will also be recognized in their classrooms for their representation of a Franklin Value.

School wide Assemblies- One Friday of every month (with some exceptions) are school wide assemblies on the yard at 8:35am. Parents and families are welcome to attend. The purpose of these assemblies is to promote school community, reinforce the discipline plan, promote school spirit, raise awareness about school events, and have general announcements.

Classroom positive reinforcement systems. Each teacher recognizes students who follow school rules and values. Some send conduct and effort reports home, some hold class meetings; others have charts, lists, or graphs recognizing effort and persistence. Individual classes may have their own class set of rules, behavior expectations, rewards and consequences. The teachers will share these at Back to School Night, and will have them posted in their classrooms.

Spirit- Every Wednesday is Spirit Day; show your Franklin spirit by wearing your Franklin spirit wear!

Progressive Discipline System

Franklin teaches students behavioral skills so students can be positive members of the school community, larger community, and the world. Our Positive Behavior Intervention and Support incorporates Responsive Classroom techniques, Morning/Community Meetings, Mindfulness, and Restorative Justice.

At Franklin we focus on using positive reinforcement to reward positive behavior. When students make a mistake we see it as a teachable moment, and we work with students to help them reflect upon their behavior. We ask them to think about how their choice/behavior impacted themselves and others, and what they could do differently next time. The point of consequences is to stop the behavior, and prevent the negative behavior from occurring again in the future. Consequences are determined by the teacher and/or administration. The staff thoroughly investigates situations by talking to witnesses (student, staff, parents etc.), and considers a variety of data, to try to get an accurate account/big-picture of the situation. Consequences are unique to each specific situation. Some possible consequences range from: Student conference, parent conference, call or email home, time out/benched, apology in person or written, academic consequence, restorative circles, referral to support services, suspension/expulsion, and School Resource Officer visit. Whenever possible, we work on building repair through restorative practices.

The teacher and admin will keep all consequences confidential. Children and families have a right to privacy.

We ask that parents keep in mind that elementary age children are continuously learning; mistakes are made and children can learn from them and grow and improve. Posters are posted throughout the campus to let students know their expectations.

In order to help students be successful, Franklin staff have clear and consistent rules and expectations, and communicate them regularly at:

- Rules assembly at beginning of year lead by admin
- Taught/reviewed by the classroom teachers
- Info posted in classrooms and on campus
- Reviewed during Friday announcements
- Reviewed during monthly assemblies

You have been caught
demonstrating a
**FRANKLIN FRIEND
VALUE**

SELF DISCIPLINE

Name: _____

Grade Level: _____

You Matter

We appreciate parents' help in communicating the above behavior expectations with your child, and helping to support your child's positive behavior at school.

Social-Emotional Learning: Restorative Justice, Responsive Classrooms, Mindfulness, and Social Justice Standards

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. These are used by teachers and staff at Franklin to build positive relationships with and between students, to create a positive climate conducive to learning, and to build social-emotional skills.

More information can be found at:

<https://www.responsiveclassroom.org/>

Franklin also utilizes Restorative Justice (RJ). At the core, restorative practices are about building and sustaining positive relationships and community. They are also used to restore relationships via a "restorative conference" when harm has occurred. RJ promotes interpersonal and intrapersonal reflection that encourages personal responsibility, and gives voice to both the person harmed and the person who caused harm. RJ practices also promote equity and valuing of cultural differences by proving an equitable process where all members of the community feel valued and heard. The goal is that our students will learn how to make positive, productive, effective choices in response to situations, ultimately promoting empowerment.

More information and videos of what RJ looks like can be found at these websites:

<https://www.healthiersf.org/RestorativePractices/Resources/videos.php> - intro

<https://www.pbs.org/video/restorative-justice-eypo7q/>

Suspensions and Expulsions

Our progressive discipline system helps students resolve most problems before they get to the point of meriting suspension from the classroom or from school. However, there are some behaviors that the State Education Code 48900 deems to be grounds for suspension from the school (by the administrator)

or from the classroom (by the teacher) on either a first offense or after other interventions have been attempted (depending on age and situation).

Students who are suspended from school must have a meeting with their parents and an administrator, and may not return to campus until the suspension is over. The student may be required to make up work missed during suspension.

Students may be suspended from school (by the administration) or the classroom (by the teacher) as listed in Education Code 48900 for the following:

- a.1 Caused, attempted to cause, or threatened to cause physical injury to another person.
- a.2 Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance.
- d. Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or products containing tobacco or nicotine products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority of school personnel.
- l. Knowingly received stolen school or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- t. Aided or abetted the infliction of physical injury to another person.
- 48900.2 Committed sexual harassment (Grades 4-12 only).
- 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 only).
- 48900.4 Intentionally harassed, threatened, or intimidated, creating a hostile educational environment (Grades 4-12 only).
- 48900.7 Made terroristic threats against school officials and/or school property.

Disruption/ Civility Policy

Adults are role models for students, and the manner in which we interact with one another is critical to cultivating and maintaining a mutually respectful and effective intellectual environment that is safe, civil, and free from disruptions. All adult members of the school community (parents, visitors, and staff) are expected to uphold the same policies and procedures as the students. Franklin Elementary encourages positive communication and prohibits volatile, hostile, or aggressive actions. It is expected that communication in all forms, and at all times, whether verbal, non-verbal, or written (including

email), will be in a professional and courteous manner. This policy is not intended to deprive any person of their right to freedom of expression; the intent is to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff, and a safe, harassment-free environment in which parents and community members can participate in school functions.

Any individual who disrupts or threatens to disrupt school/office operations; threatens the health and safety of others; willfully causes property damage; uses loud and/or offensive language which could provoke a violent reaction; harasses with frequent and abusive emails; or who has otherwise established a continued pattern of unauthorized entry on school property, will be directed by the Principal or designee to cease the behavior and the offending person may be directed to leave the campus promptly. (Ed Code 44811, Penal Codes 415.5 and 626.7, and BP 3515.2)

This policy promotes mutual respect, civility and orderly conduct among school employees, parents and the public. Thank you for your support and cooperation in this matter.

SMMUSD Code of Conduct



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

CODE OF CONDUCT

Santa Monica—Malibu Unified School District is committed to ensuring a safe, secure and respectful environment for everyone—students, employees, families and visitors.

It is our expectations that all individuals will demonstrate civil and responsible behavior while on our premises.

We expressly prohibit:

- . Abusive language including threats and slurs**
- . Sexual Harassment**
- . Physical assault**
- . Weapons**

To maintain a safe, secure and respectful environment for all, we reserve the right to take appropriate measures to address abusive, disruptive, inappropriate or aggressive behavior.

www.smmusd.org

Tutoring

A certificated employee shall not accept any compensation or other benefit for tutoring a student enrolled in his/her class(es). An employee who wishes to tutor another district student shall first request authorization from his/her supervisor in accordance with this Board policy. If authorization is granted, the employee shall not use district facilities, equipment, or supplies when providing the tutoring service.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards







35160.1 Broad authority of school districts

51520 Prohibited solicitation on school premises

GOVERNMENT CODE

1126 Incompatible activities of employees

Cafeteria Behavior Expectations

<u>Cafeteria Procedures and Expectations</u>	
	✓Walk.
	✓Use quiet inside voices.
	✓No sharing of food (we are careful of food allergies). ✓Stay in your seat. If you need to get water or go to the restroom raise your hand and wait to be excused.
	✓When finished eating, sit and wait with your tray and trash. All the students at your table will be dismissed at the same time.
	✓Be a good citizen and help us keep our Caf Clean! Wipe up spills and pick up trash.
	✓Follow the directions of the supervisors.

Technology Use and Honor Code

Students are expected to uphold the SMMUSD Technology policy (Board Policy 6163.4). The Board of Education intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. Please review and uphold the Technology Use Agreement which can be found at <https://www.smmusd.org/Page/3921>

Violation of the Technology Use Agreement, school policies, or behavior expectations may result in possible consequences ranging from a discussion with the student, parent/teacher conference, redoing of an assignment, lower grade on an assignment, referral to an administrator, revocation of technology privileges, and/or suspension.

While at school, all district computers with internet access utilize network security measures and filtering that meet the Children's Internet Protection Act (CIPA) requirements to block inappropriate content. While the district provided Chromebooks do go through our filtering even from home, at home families are using their own internet, so additional protection measures may not be in place. Please monitor your child's internet usage to ensure that students do not engage in unauthorized or unlawful online activities. Franklin staff will monitor usage of district student emails and postings and chats on instructional platforms.

Student use of district computers to access social networking sites is prohibited. School emails are also only to be used for school purposes (not for chats or personal communication).

Franklin is Digital Common Sense School Certified. Teachers will provide age-appropriate instruction regarding safe and appropriate behavior on technology devices. Such instruction shall include, but not be limited to, the dangers of posting personal information online, how to report inappropriate or offensive content or threats, and behaviors that constitute cyberbullying.

Academics

Library

Teaching library and research skills is a part of the Franklin program. Students have weekly or bi-monthly time in the library with their teachers. A large number of books and other materials are available for student use and are cataloged on a computerized library system. The library checks out reading books, research materials, and textbooks to students at no charge. However, families are responsible for paying for lost or damaged books.

Music

3rd-5th grade music instruction is provided by SMMUSD. 3rd grade students are taught General Music once a week for 40 minutes and learn to use Recorders. All 4th and 5th graders choose either choir, string instruments, brass, or wind instruments (Violin, Viola, Cello, Flute, Clarinet, Trumpet, or Trombone) and are taught 40 minute classes twice a week during school hours. The elementary music teachers are credentialed. 4th and 5th students perform at Winter and Spring Concerts, and selected students perform in Honors Choir, Orchestra, and Band at "Stairway of the Stars" concerts. 3rd graders have class performances in the Spring. Students receive grades in music as they do in other subject areas and

behavior expectations are the same in music classes. Parents can help their child remember their instrument and encourage them child to practice at home.

For more information please see our SMMUSD website: <http://www.smmusd.org/vapa/music.html>

Visual Arts

Funded through the Ed Foundation, PS Arts provides visual arts instruction TK-5 classes..

P.S. Arts programs make use of what Howard Gardner calls our multiple intelligences – to stimulate critical thinking, problem solving and higher cognitive process in arts and academic disciplines. Instruction is tied to the State Visual and Performing Arts Standards. P.S. Arts programs increase classroom teacher's capacity and confidence in the arts, relating to their curriculum, building a wider constituency for the arts in schools and community.

To learn more about P.S. Arts, please visit their web site at: www.psarts.org

P.S. Arts programs are designed to be inclusive, providing access to the broadest possible range of learners, including English learners, and students with special needs. Above all, P.S. Arts programs aim to foster students' development of knowledge and skills related to school, career, and life success in the 21st century, including creativity, critical thinking, flexibility, accountability, information literacy, the ability to collaborate, and global-mindedness.

Science

Students K-5th receive supplemental STEM instruction thanks to the generous donations to SMEF. Lessons are tied to the California State Standards, and incorporate our school site strategies such as Discourse and Thinking Maps. STEM instruction utilizes the district adopted science curriculum, Amplify, that incorporates hands-on project-based collaborative and experiential learning. Our Science Lab enhances the science teaching and learning experience.

Physical Education Program

Students in 1st-5th grade receive 125 minutes of physical education a week provided by our Physical Activities Specialists (PE Coaches).

The PE curriculum reflects the California State Physical Education Standards for each grade level. The SPARK Curriculum is used district-wide as a research based physical fitness program tied to the state standards. Below please find a brief list of the games, sports and skills that your child will be experiencing at his or her grade level:

1st and 2nd grade: Tag and aerobic games, muscle strengthening and stretches, dribbling and kicking, dribbling and passing, hula hoop, jump rope, parachute, handball, Frisbee, flag games, striking and volleying, and throwing and catching.

3rd-5th grade: aerobic and cardio games, muscle strengthening and endurance, flexibility, eating smart, personal hygiene, fitness and sports challenges, basketball, hockey, lacrosse, cricket, football, parachute, soccer, softball/baseball, volleyball, handball, dodge ball games, and flag games.

At all grade levels we emphasize sportsmanship, team spirit, accepting personal responsibility, setting and meeting personal goals for fitness, honoring differences, collaboration and cooperation. For more information about the California Physical Education Standards, please visit the CA Department of Education website at: <http://www.cde.gov/be/st/SS/documents/pestandards.pdf>

Proper Dress Attire

Please see the school's dress code. Students should wear closed toed shoes and appropriate attire so they can participate safely in physical education. All students must wear comfortable athletic shoes that provide foot and/or ankle support. If a student forgets to wear or bring athletic shoes, PE coaches will ask the student to refrain from the active physical education exercises, and instead participate in an alternate activity. Should this occur, a note will be sent home to remind students of proper dress attire. Shirts above the waist exposing the mid-section are not permitted. Students may not wear make-up unless for a dress up opportunity in class. Crocs are not recommended due to their lack of foot support.

Sick Notes

All students are expected to participate in PE. If a child needs to sit out from PE and recess due to illness or injury, a sick note from the parents/doctor should be turned in to the nurse's office and to the PE coaches detailing the injury and when they can return to physical activity.

Technology

Every classroom has a variety of technology for student use. Two interactive whiteboards, a document camera, and sound system are available in all classrooms. Students in grades 2nd-5th have one-to-one Chromebooks, and TK/K have Ipads. All TK/Kindergarten-5th grade teachers participate in ongoing professional development in technology integration. Every teacher has a laptop. SMMUSD has policies for student use of the Internet and of school technology resources. All students and parents must review and sign this policy annually and failure to respect technology use guidelines may result in suspension of a student's privileges to use school technology resources. The Internet is a valuable educational tool and is used for instructional purposes only at school, always in a purposeful, guided and supervised manner. Unsupervised "surfing", checking e-mail, or checking personal pages in on-line communities are not allowed. A privacy filter is installed on the internet district-wide.

Assessments

Students at Franklin are assessed regularly in a variety of ways to determine their progress towards grade level standards. Assessments help teachers to identify strengths and areas of need, and use the data to guide their instruction. Some assessments include Renaissance STAR (Math and Reading), Fountas and Pinnell Reading Assessments, Interim Assessments, ELPAC for English Learners, Unit Tests, Quizzes, informal observations, rubrics etc.

In the spring of each year, students in grades 3-5 also participate in the required state-testing program the California Assessment of Student Performance and Progress (CAASPP). Information is available at CAASPP.org and a practice test is available on this site so parents and students can see the style and format of the test. This end-of-year assessment will assess students' knowledge of the grade level standards, as well as critical thinking skills. Please check the school calendar for testing dates and information. Testing usually occurs in May. Please avoid absences during this time. Individual results on these assessments are mailed home at the end of summer, and school-wide results are posted at caaspp.cde.ca.gov and at caschooldashboard.org

Student Success Team

The Student Success Team (SST) is composed of teachers, specialists, administration, and a student's parents and are an intervention intended to support students, teachers, and families. If a teacher or

parent has a concern about academic or behavioral progress, they may request an SST Meeting. An SST meeting would occur after a parent/teacher conference has already occurred, multiple interventions have been tried, and data has been collected. The team will then meet and brainstorm ideas to support the student and teacher.

Special Education

Our special education staff includes a School Psychologist, Speech Language Pathologist (SLP), Occupational Therapist, Physical Therapist, Specialized Academic Instruction (SAI) teachers, and Special Education Day Class Teachers. SMMUSD also has additional special education staff who provide support at multiple sites such as an Adapted PE Specialist and Visual Specialist. Students who qualify for special education services via assessments have an Individualized Education Plan (IEP) with specific goals targeted to their areas of need; special education services are tied to those needs and support students in achieving their IEP goals. We have a K-3 SAI teacher and 3-5 SAI teacher who provide individual and small group pull-out instruction or push-in instruction for portions of the day. We also have two self-contained Social Skills special day classrooms for students who are working on specific skills. Our special education team collaborates with our general education teachers to support students with special needs as well as all students. If you have questions about special education contact our School Psychologist or your child's teacher.

Counseling Services

Family Services of Santa Monica provides an on-campus counselor to assist Franklin families and children. The counselors help parents and children deal with a wide range of behavioral and family situations such as new siblings in the family, divorce, loss of employment, loss of a loved one and many other experienced life changing events. The counseling staff helps with these changes by providing individual and family therapy, group sessions, classroom presentations and workshops, teacher and parent consultations, and participation in school meetings. Teachers may refer children, or parents may request assistance in completing a referral for counseling by calling the Administration. Counseling services are determined by the counselor and require parent consent.

English Language Development

Franklin teaches the California State ELD Standards. ELD instruction is both integrated and designated, and embedded within instruction throughout the school day. Teachers utilize specific ELD lessons within the curriculum as well as effective EL instructional strategies. English Learners take the ELPAC exam annually to measure academic progress. 4th and 5th graders who are considered Long Term English Learners (LTELs) who have not made adequate yearly progress, receive targeted ELD instruction from our Literacy Language Interventionist.

Response to Intervention (RTI²)

Franklin teachers differentiate their instruction to meet each student's needs. This means teachers analyze data to determine students' strengths and areas of need, then tailor their lessons, instruction, and assignments for each individual student. SMMUSD and Franklin believe in equity, giving individuals what the support needed to benefit the individual and the group as a whole.

Students needing academic support may receive intervention support from our part-time Intervention Teacher or Literacy and Language Interventionist, or at before/after-school intervention from a classroom teacher. Research-based curriculum such as SIPPS, LLI, and AVT are utilized. Parents may contact the teacher if they have additional questions about academic supports and interventions.

High Achievers

The state stopped funding the GATE program more than 10 years ago. One of the reasons behind this was because educators found that all students were gifted and talented in some area, including students in special education, English Learners, and students struggling academically, and the assessment process was leaving these students out. Franklin teachers are identifying each student's talents and strengths, and fostering them.

- Project-based learning- students are diving into complex topics
- Providing leadership opportunities to students, especially during group work
- Modifying assignments so they are more challenging to students
- Encouraging students to use technology and to make deep connections across the curriculum
- Providing opportunities for students to share their learning and help others, because when students are able to explain and teach a concept, it is the highest level of understanding.
- Provide opportunities to make global connections, and develop 21st century skills.

Our teachers do a great job of differentiating for all their students, whether they need more support, or need to be challenged. So our high flyers are getting pushed to grow even more.

Students talents and strengths are also fostered with our supplemental enrichment in Science, Visual Arts, Music, and Physical Education. We also have extracurricular opportunities for students like the Student Council, Green Team, and Rainbow Club.

Site Leadership Team

The SLT is a group of teacher leaders who work together with administration to review data and determine a school focus and develop a site plan. This format of leadership and decision-making taps into teachers' expertise and gives the school the autonomy to make decisions about what works best for our students. Every school has a different site plan based on their own needs. The SLT helps to determine staff Professional Development, and facilitates the use of effective instructional practices.

Here at Franklin we have 11 members, who are elected by their colleagues.

- 1 rep from each grade level TK-5
- Teaching and Learning Council (district committee) Leader
- 1 rep from Special Ed
- 2 administrators

Our School Leadership Team selected Social Emotional Learning as our school focus. Franklin staff also have teacher leader resources on campus throughout the school day such as our Math Teacher Leader, Educational Technology Jedi, Union Representatives, and Grade Level Chairs. Teachers may also serve on a variety of school site staff committees.

In order to grow as life-long learners and ensure exceptional instruction for our students, Franklin teachers receive regular professional development during early-out Wednesdays and on additional days throughout the year. Teachers participate in Faculty Meetings, whole-group Professional Learning

Communities (PLCs), grade level PLCs, and professional time.

Homework Policy

Homework is any activity or assignment directed by the teacher to be performed outside the classroom that may include practicing skills learned in class, reading, studying, projects, or completion of assignments. The purpose of homework is to provide students with an opportunity to practice a skill or concept independently, that they have already learned, in order to solidify their understanding.

Homework will be:

- Activities or assignments that students can complete independently.
- Connected to grade level or subject matter curriculum.
- Connected to class instruction.
- Engaging, purposeful and relevant.
- Focused on quality over quantity.
- Carefully constructed as to be completed within a reasonable time allotment.
- Teachers and students should reasonably believe that every student has equal opportunity to complete homework successfully.

Elementary school homework may be given Monday through Thursday. Weekends and holidays are primarily reserved for family time. Students may elect to use the weekends to review materials, make up work, complete projects, and enjoy recreational reading. Per SMMUSD policy, the length of time **recommended** for homework in each grade level is approximately:

- Kindergarten – 10 minutes daily or 40 minutes per week
- First – 20 minutes daily or 80 minutes per week
- Second – 30 minutes daily or 120 minutes per week
- Third – 40 minutes daily or 160 minutes per week
- Fourth – 50 minutes daily or 200 minutes per week
- Fifth – 60 minutes daily or 240 minutes per week

In addition to the prescribed homework minutes at each grade level, students are expected to read independently or with an adult in any language:

- K-2nd: for a minimum 20 minutes
- 3rd-5th: for a minimum 30 minutes

Teacher Guidelines

- Review and discuss homework in a timely manner.
- Explain homework assignments to the students prior to the assignment. Teachers shall communicate homework assignments in at least one of the following ways: send a packet home, write assignment on the board, require students to record it, and/or make available through emails, websites or hotlines. The use of a variety of strategies is encouraged.
- Teach techniques that can help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

- Identify the access that students will have to materials for projects and other homework assignments – taking into account affordability, resource materials from the library media center, assistance and tutoring opportunities, and technology resources.
- Communicate with parents to inform them about homework expectations, policies, and procedures.
- Communicate ways in which parents can best assist their children in doing homework independently.
- Communicate with parents at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework.

Parent Guidelines

- Provide a quiet space and basic materials for homework completion.
- Teach techniques that can help children allocate their time wisely, meet their deadlines, and develop good personal study habits.
- Monitor time management and productivity.
- Communicate with teachers at the earliest possible opportunity once the child has demonstrated consistent inability to complete homework. If necessary, parents shall attempt to reach accommodation with their child's teachers regarding homework.

Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in class by the teacher.
- Seek clarification from teachers when unclear about homework.
- Use class time provided for completing class work and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

Teachers and parents shall communicate with each other at the earliest possible opportunity once the student has demonstrated consistent inability to complete homework. Children who demonstrate quality effort and spend sufficient time attempting to complete homework should be stopped when a parent observes that continuing is detrimental to the child's well-being or when the required amount of time is reached (see above). In such cases, parents should draw a line where the student stopped, and sign the paper.

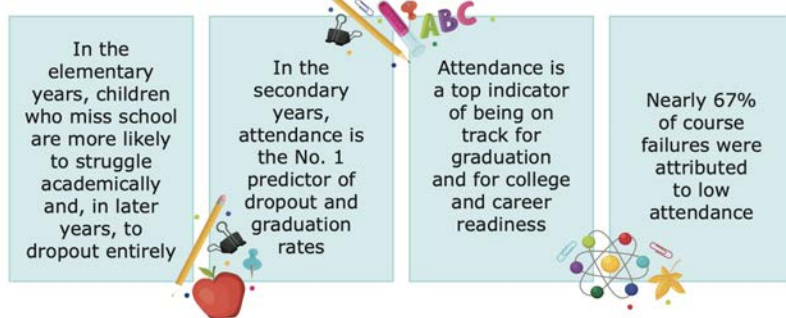
If a child is consistently unable to complete assigned work, the parent should contact the teacher for support and accommodations as necessary. Teachers should also contact parents if a child consistently is unable to complete the assigned work.

Attendance

Importance of Attendance

- We feel that to get the most out of school, and maximize learning time and learning potential, children need to be in school every day on time.
- Children can make up an assignment but they can't recover what is most valuable: the questions, the activities, the explanations from the teacher and the interactions that bring learning to life.
- Research shows that attendance has an immense impact on student achievement and success.
- Students who attend school are more likely to get better grades, have higher self-esteem, have more friends, and are more likely to attend college and earn higher salaries.
- Students with high rates of absenteeism often have lower grades, miss lessons and fall behind, struggle in classes and need intervention, and are more likely to drop out of school.
- There are only 180 school days, and 185 non-school days during the year, so each and every school day is crucial.

Please make every effort to ensure that your child attends school each day. Avoid scheduling family trips or scheduling appointments while school is in session. If taking your child for a medical, dental, court appointment etc. please do not keep them out of school all day; bring your child in late or pick them up early so that they can receive some partial instruction.



Although there are times when your child should stay home from school, it's important to keep in mind that missing just a couple of days of school a month can have a severe impact on your child's success. If there are issues preventing your child from regular school attendance, please reach out to your teacher, principal or school staff to discuss any concerns so we can help.

Together we are making a difference!

Absences

If your child is absent, please email fsabsent@smmusd.org, or call the absence line (not the teacher) at 310-828-2814 ext. 62204 and leave a message stating:

- Student Name
- Teacher Name
- Date of Absence
- Reason for Absence (be specific and detailed)
- Parent Name

Reasons for absences must be provided within 3 days of the absence; calls or emails after that time will not be accepted, and the absence will be marked as Unexcused. Absences that are not explained by a

call or email from a parent or guardian are considered Unexcused Absences. Absences of five or more days due to illness require a doctor's note for re-admission.

Excused Absences are: Illness, medical/dental appointments with a note, religious holidays, and/or bereavement (1 day).

Unexcused Absences are: Unverified absences (no note turned in or no email to the office), vacations, personal days, and/or suspensions.

If your child is absent and you wish to pick up school assignments, call the office before 9:30am to request the assignments. The child's homework may be picked up in the office after school that same day. This applies to classes where assignments are given on a daily basis. Students should have an outside reading book(s) with them each day so that they do not miss independent reading homework. Also, for the upper grades, make sure your child has at least two "study buddies" that they can call for assignments.

Independent Study

If a student is going to be absent for 5+ consecutive days, the student might qualify for Independent Study (IS). Independent Study essentially means that the student will be learning/studying independently; i.e the student will need to complete the same amount of work that the student would have been doing if the student were at school receiving instruction. Therefore, a student would have about 6 hours of classwork/independent-learning for each day absent. So 5 days X 6 hours daily= 30 hours of classwork to be completed for 5 days of IS.

- The parent must request IS from the teacher at least 2 weeks before the absences.
- It is completely at the school's discretion as to whether or not to approve an IS request. Students with poor attendance or behavior or academic concerns will not qualify for IS.
- If the teacher and Principal approves the IS, the parent must pick up an IS Contract/Agreement Form from the office, complete it, and submit it to the teacher at least 1 week before the start of the absences.
- Assigned IS work is due to the teacher by 8:30am the day of the student's return to school. If the work is not turned in at this time, the IS Contract/Agreement will be deemed void, and the absences will be considered "Unexcused."
- If the work is not completed in its entirety, then the student will not receive full credit for the days missed. For example, if a student only completed 2 days of work, the rest of the IS days will be considered "Unexcused Absences."

Please be aware that it is at the school's discretion as to whether or not to approve an IS request. Typically IS is only granted for families who have a catastrophic family situation, emergency, severe health issue, or other emergency or special circumstance. We encourage parents to take vacations or other long trips during Thanksgiving, Winter, Spring, and Summer breaks.

Tardies and Early Outs

- The bell to line up is at 8:27am.
- Instruction begins at the 2nd bell at 8:30am.
- Any students arriving after 8:30am will be marked Tardy.
- Three Tardies (or early outs) equals an absence.

It is essential to your child's success that they arrive at school on time. It is disruptive to your child, the teacher, and the rest of the class when a child arrives late. We use every available minute for instruction and late students miss valuable information. Arriving late also prevents students from comfortably settling into the routine of the school day, and it can negatively impact behavior and learning for the rest of the day. Please be considerate of the other students and the teacher, and help your own child get a good start to the day, by being at the line up area by 8:27am.

Students arriving after 8:30am, must come to the office, sign the tardy book, and receive a tardy slip to be admitted to class. This needs to be done before going to their classroom.

When students have appointments and need to leave early, parents should come to the office to pick up and sign out their child. The office will call students down to the office once the parent arrives; students should not wait in the office to be picked up, and similarly parents will not be permitted to go to the classroom.

District Notices, SART, and SARB

SMMUSD and Franklin regularly inform parents about their child's attendance, and express the importance of attendance. Attendance and tardy information will be listed on students' report cards, emails will go home asking for reasons for absences, and parents will receive letters from the District and Principal and conferences will occur as needed (see below). Unexcused absences, excessive absences, and excessive tardies/early-outs violate the state's compulsory attendance laws for school-age children. You will receive letters notifying you that you are not in compliance. Failure to demonstrate improved attendance will result in a possible referral to the Student Attendance Review Board (SARB). For families on permit this may mean revocation of an inter-district permit.

Unexcused Absences

- Letter 1: 3+ Unexcused (considered Truant)
- Letter 2: 6+ Unexcused (referred to the Assistant Principal and Attendance Office Specialist for a Student Attendance Review Team (SART) Conference to discuss attendance)
- Letter 3: 9+ Unexcused (considered Habitual Truant- referred to the Student Attendance Review Board (SARB) for a meeting at the SMMUSD office with school district personnel and a Santa Monica District Attorney)

Excused Absences

- Letter 1: 7+ Excused (considered Excessively Excused)
- Letter 2: 14+ Excused (may be referred for a SART and/or SARB conference)

What Parents Can Do to Help Improve Student Attendance

- Discuss with your child the importance of going to school every day and on time
- Develop a daily schedule with your child (like going to bed 10 minutes earlier and waking up 10 minutes earlier)
- Encourage and help your child prepare for school each evening (choose clothes, prepare lunch etc.) so the morning is less stressful
- Teach your child to set and use their own alarm clock
- When your child is ready for school on time, remember to let him or her know how much this helps the whole family

- Don't plan family vacations and non-emergency doctor/dentist appointments for times when your child should be in school

Health and Wellness

Health Office

The Health Office is staffed with a Health Office Specialist daily. A registered Nurse is shared by three school sites, and is on campus at varying times. Our office staff also assists in the Health Office as needed. To reach the Health Office call 310-828-2814 ext. 62209. For more information on Health Services please visit their web site: <http://www.smmusd.org/health/services/index.html>

Whenever students are sent to the Health Office, students will have a Teacher-Nurse Referral Form with them. Once care is administered, students are sent back to class or home if necessary. A copy of the Teacher-Nurse Referral Form is sent home with the student. For more serious injuries or illness, parents will receive a call from the Health Office.

Communicable Disease/Illness

If your child will be out of school because of a communicable disease, notify the school immediately. When returning after recovery from a communicable disease, for example, measles, mumps, chicken pox, or strep throat, the child must bring a release slip from a doctor. All children with any communicable disease must be checked through the nurse's office before returning to the classroom. All cases of head lice should be reported to the school nurse. The school nurse or designee will approve your child's return to school after appropriate treatment for head lice. If your child was sent home from school because of a fever, he or she must be fever-free for 24 hours before returning to school.

Please do not send your child to school if they are experiencing illness symptoms. It is important that students rest, and that we prevent the spread of illness. Absences for illness will be excused.

Immunizations Physical & Dental Exams

When enrolling, the Enrollment Specialist will provide updated information about required immunizations and exams.

Injuries

If a child sustains any type of major injury, e.g. a broken bone, a note from a doctor is required before the child returns to school. Students needing any supportive appliances (crutches, cast, wheelchair, etc.) must also have a written order from the prescribing physician.

Medication

If a child must take medication prescribed by a physician during the regular school day, they will be assisted by the school nurse or other designated school personnel. This includes over the counter medications. Medication will be administered only if there is a written Medication Authorization form completed and signed by the prescribing physician and legal guardian. Medications must be in their original containers with the pharmacy label including the child's name, dosage and frequency. All medications must be kept in the Health office. Students may not have any medications (including over the counter medications, cough drops etc.) in their possession (backpacks included) unless we have

written authorization from the doctor and has been provided to our school nurse. Contact the school nurse if there are any adjustments in medications throughout the school year.

If your child has a food allergy and needs an epi-pen, or has other emergency medication such as an inhaler or seizure medication, please provide enough of the medication so that it can be stored in various locations on campus such as the teacher's emergency backpack, child's lunchbox, and the nurse's office.

Cafeteria and Food Policy

Lunch is served at specific times for each grade level during the school day. A monthly menu for lunch is on the SMMUSD website.

Lunch is free to all students, as is breakfast.

Hot lunch is provided by the cafeteria. Franklin's cafeteria also offers a "fresh from the Farmer's Market salad bar" with the hot lunches. There is also a vegetarian lunch option available; parents wanting this option should contact the teacher who can inform the Cafeteria to save a vegetarian lunch for the child. Milk is available. In case of milk allergy, substitutes are available with a written request from your doctor.

Because of food allergies, and for health reasons, we do not allow children to share food.

Lunches and Snacks from Home

Children may bring their lunches from home. Students may also bring a snack for recess. Please pack appropriate, nutritious foods. Candy, chips, dessert items, "juice" drinks that are less than 50% juice, and soft drinks are not allowed.

We encourage the use of reusable containers & lunch sacks. Please write the child's name on lunch boxes/bags and bottles in case they are misplaced.

Very occasionally, a parent may deliver lunch to school for their child. Please save this for special occasions and understand that we will not interrupt instructional time to deliver the lunch. The child may pick it up on the way to lunch.

Nut Allergies

Some students may have severe nut allergies. While we cannot prohibit students from bringing nut items to school, we ask that if there is a child with a nut allergy in your child's class, families please avoid packing items with nuts. Also, for any class events, please avoid bringing potluck food items with nuts.

Birthday Celebrations

While many parents like to bring in treats for the class to celebrate their child's birthday, such observances must be coordinated with the classroom teacher and should generally occur at the end of the school day. If you wish to bring food in for birthday celebrations, please consider bringing healthier food options that meet the SMMUSD Wellness Policy, or consider bringing a non-food item such as a ball for the classroom, art supplies, or a book for the class library.

Before and After School Care

Childcare is run by the district Child Development Services (CDS) office, and by the City of Santa Monica (CREST). For more detailed information and to enroll, please contact these programs directly.

School Age Programs

The TK-3 childcare program is run by the SMMUSD Child Development Services (CDS) Office and offers school site childcare called School Age Programs (SAP). The daily routine includes homework assistance, outdoor and indoor play activities such as organized sports, arts and crafts, storytelling, music, cooking, theme-based projects and a variety of enrichment classes.

School-Age Programs Include:

- Full Time Childcare: Includes before-school care from 7:00 a.m. until the regular school day begins at the first bell, and continues from school dismissal until 6:00 p.m.
- AM Care: Parents who need to drop off their children at school beginning at 7:00 a.m. may choose a morning-only program option. Activities include preparation for the school day, arts and crafts, board games and opportunities for playtime with friends.
- Early Express: This after-school part-time option operates from the time of TK/Kindergarten dismissal until the last school bell. Early Express is designed for parents who need childcare for their TK/Kindergarten until their older sibling is dismissed from school.

To enroll in SAP go to <http://www.smmusd.org/CDS/CREST.html>

Upper CREST (fourth and fifth grade students):

The City of Santa Monica (CREST) operates the after school childcare program for children in fourth and fifth grade. With adult guidance and supervision, older elementary children exercise more independent judgment in planning and choosing their activities, which include sports, homework assistance and enrichment classes. For more information regarding the Upper CREST program, call the City Youth Office at (310) 458-8540 or 310-828-5011 or <https://www.santamonica.gov/programs/crest>

CREST Enrichment Classes

The City of Santa Monica (CREST) program provides enrichment classes throughout the year on school campuses. Programs vary by school site and season. For more information regarding CREST Enrichment classes, please call the city Youth Office at (310) 458-8540 or <https://www.santamonica.gov/programs/crest>

Boys and Girls Club Sports

The Boys and Girls Club offers sports teams on campus after school. Registration flyers are blasted out in the Mini Messenger, or information can be found at <https://www.smbgc.org>

Before/After School Program Procedures

Any students on campus after school must be enrolled in one of the after school programs with CREST, SAP, Boys and Girls Club, or the school. The students enrolled in these programs go directly there at the end-of-day bell and sign-in to the program. TK/K students are picked up from their classrooms, and 1st-5th walk to their assigned locations. Parents who pick-up from after school programs in grades 1-5

enter through the coded gates; codes will be provided to parents of those enrolled in the programs. Grades TK/K pick up students near the TK yard in the front of the school on Montana.

That program and their staff are in charge of the after school program supervision, safety, and student learning. The programs are run separately from the school, and have different administrative staff. If parents have any questions or concerns with things that occur after school during one of these programs, please contact that program directly.

Parent Involvement

Volunteering

Volunteer Application Process

Before parents can begin volunteering, they must first attend a Volunteer Training. This training is held at the Back to School Nights at in the Cafeteria, prior to the start of BTSN as well as other offerings throughout the year. After the training parents will be provided with a Volunteer Application, or they may download it from the website. The completed application must be returned to the office, and clearance given by the school nurse and school administration, prior to volunteering.

In the Volunteer Application is a TB Risk Assessment, which will determine if a TB test is required. The school nurse will contact you if that is the case. The Volunteer Application must be completed every four years.

All volunteers will be cleared through the Megan's Law website.

In order to volunteer at Franklin, parents must have an approved Volunteer Application.

Volunteer Policies

All volunteer must follow the SMMUSD Visitor Policy. Volunteers must have prearranged volunteering with the teacher and/or administration, sign in at the main office, and wear a badge at all times. Students have been told to notify staff when they see an adult without a badge. When the volunteer shift ends, volunteers must sign out in the office. This is so we can maintain a safe campus, and so we know who is on campus in the case of an emergency.

Younger siblings are not allowed during volunteer time, field trips, or class parties due to liability issues and so the volunteer can focus fully on volunteer duties.

Cellular phones and other electronic devices should be silenced or turned off when volunteering in the classroom to prevent disruptions to the learning environment.

Volunteering is not time for parent/teacher conferences. If a volunteer needs to speak with the teacher regarding their child, please conclude the volunteering, and later schedule an appointment with the teacher.

Any information heard or seen regarding other students or staff while volunteering is confidential. If you have a concern you may let the teacher know, and they will contact the appropriate people.

The staff parking lot is for staff only. Parents coming to volunteer must find other parking, take public transportation, carpool, or walk to school.

Volunteer Opportunities

Parent help is greatly needed and appreciated. Volunteering supports your child and our school and helps families get to know each other.

Parents can volunteer in their child's classroom. Depending on the teacher and grade, teachers may have parent volunteers work with small groups of students, assist with bulletin boards, help with copying, or chaperone field trips. Your child's teacher will have information at Back to School Night about classroom volunteer options.

Also volunteers are crucial to the success of many of our school events. We have numerous family and community events during the school year, and PTA volunteers work with the school to help bring these wonderful events to our students. PTA works with administration to ensure that our school family/community events are:

- Inclusive: Event includes staff, parents/families, and students
- Equitable: Event is accessible to families from all backgrounds and socioeconomic status
- Safe: Event is safe, well-organized, and has supervision
- Purposeful: Event is relevant and meaningful, and ties into student learning and school goals
- Attended: Event has large attendance
- Considerate: Event is understanding and respectful of time involved for those coordinating the event as well as those attending
- Sustainable: Event is sustainable over time

Some of the many events you can get involved in are:

- Back to School Picnic
- Bike it Walk it Days
- Reflections Art Opportunity
- Campus Beautification Days
- Multicultural Fair
- Staff Appreciation Week
- 5th Grade Party and Culmination
- Move-a-thon
- Restaurant Nights and other small fundraisers
- And more!

Classroom Observation Procedures

District Board Policy #1250 has been established to facilitate classroom observations while minimizing distractions and interruptions to learning. The following are the policies and procedures for observations:

- A written request must be submitted to your child's teacher with detailed information regarding the date and time of your requested observation and why you want to observe.
- The above request must be given to the teacher at least 48 hours prior to the requested observation. The teacher will respond within 48 hours to state if the observation request has been approved and to schedule the observation.
- Observations will be scheduled at a time and day which will ensure minimum interruption of the instructional program.

- Observations will be scheduled when an administrator can be present during the observation. An administrator must be present during any observations to ensure student confidentiality and to be available to answer and questions.
- Classroom observations are limited to a maximum of 20 minutes.
- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and Principal's permission.
- If a conference is desired after the observation, an appointment should be set with the teacher during non-instructional time.

Franklin Parent Teacher Association (PTA)

The Franklin Parent Teacher Association (PTA) is a great way for parents to get involved in the school community. Parents are a part of Franklin's family. Franklin parents and staff work together as a community in service of this core belief. Franklin's Parent Teacher Association (PTA) members are proud to model our school expectations for our students, and are proud to promote a positive school culture and climate for our children through their positive involvement and volunteerism.

The PTA is a non-partisan organization devoted to improving the educational opportunities for all children. The Franklin PTA provides community building events, volunteer assistance and financial support to Franklin school. The PTA organizes and coordinates events and activities throughout the year, from festivals and fundraisers to parent education. The PTA also supports Franklin kids by raising money to fund teacher grants, classroom supplies, field trips, library needs, technology, school beautification, and other needs identified collaboratively by the school administration, PTA Board, and PTA membership. In addition, the Franklin PTA works with other PTAs in our school district to support the Santa Monica-Malibu Education Foundation, which provides critical funding for staffing, training, and arts instruction at every elementary school in our district.

In addition to a focus on fun and fundraising, Franklin PTA is a strong advocate for every child and a voice at the School Board, the State Legislature and in Washington. All McKinley families are urged to become members of the PTA. Annual dues are very modest and a portion of dues go to our Council, District, State and National PTAs to support legislative efforts to improve- the lives of children and families. The PTA is the oldest and largest child advocacy organization in the United States.

Association meetings are generally held monthly. Topics discussed are matters of importance to all parents. All PTA members have a vote at the meetings and are also eligible to serve on the PTA Executive Board. Please check the school calendar or PTA web site calendar for current meeting dates, times, and topics.

For more information see the PTA website. You can also sign up for the Franklin Flash, and make donations on the website. Thank you for making a positive difference at Franklin and in your child's educational experience!

Special Ed Resource Group

The focus of this group is to provide support to parents of neurodiverse students with IEPs. Parent education topics related to special education will be discussed, and special education staff may be available to answer questions. Please check the school calendar for meeting dates and times, and topics or themes.

English Learners Advisory Council (ELAC)

This group of parents and staff work with the principal and faculty on matters affecting the school's program related to the education of students who are learning English as their second language -- English Language Learners (ELL). Parent education is often featured at the group's meetings. All parents are welcome to attend; the meetings are generally conducted in English and Spanish. Please check the school calendar for current meeting dates and times, and topics or themes.

Site Governance Council

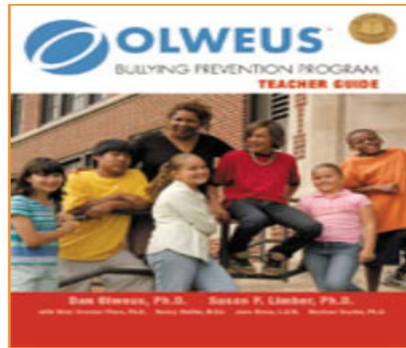
Governance Council, also called the School Site Council, is made up of the principal and elected teachers, staff, and parent representatives. Members serve two year terms. Elections are conducted yearly for vacant positions. The School Site Council's duties include making decisions about school state and federal budgets, monitoring the Single Plan for Student Achievement (SPSA), updating the Comprehensive School Safety Plan (CSSP), and reviewing student achievement and family survey data. All parents are welcome to attend Governance Council meetings. For dates, please refer to the school calendar. Meeting agendas and minutes are posted on the website.

Donations and Fundraising

Public school education is free. However, donations help our children to have additional opportunities and resources to enhance teaching and learning. The school and your children greatly appreciate any amount that you can give. Big or small, your donation positively impacts your child's education. Donations are tax deductible. Contribution amounts are confidential and not disclosed. Many employers will match employee contributions so please also check with your employer when making a donation.

There are many ways you can donate to Franklin:

- **PTA Donation:** Your donation to the *PTA Direct Investment* Fund pays for *stuff*. So your PTA donation funds things like field trips, technology, school assemblies, and supplemental supplies. Checks can be made out to "McKinley PTA" or by credit card at the PTA website
- **SMEF Donation:** The *Santa Monica Education Foundation* (SMEF) funds *stuff*, so your donation to the Ed Foundation funds things like music, visual arts, ballroom dance, instructional assistants and more. More information and donations can be made at www.smedfoundation.org Checks can be made out to the "Ed Foundation."
- **Fundraisers:** In addition to being fun community building events, our big fundraising events also raise a lot of funds for our school. You can donate at the event, and/or donate your time by volunteering at the event.
 - Move-a-thon
 - Restaurant Nights
 - And other small fundraisers
- **Item Donations:** All necessary supplies for student learning is provided by the school. However, if parents wish to donate supplemental materials they may do so. Teachers may provide parents with a Wish List of items such as glue, stickers, markers etc. Parents may purchase these items directly and give them to the teacher. Classrooms are particularly happy to accept book donations. If you have a large item you wish to donate to the school such as a piano or computer, please contact the Principal or PTA President for more information.



[OLWEUS CLASS MEETING OUTLINE BY GRADE](#)

[OLWEUS ELEMENTARY CLASS MEETINGS WITH CONNECTIONS TO BOOKS](#)

Please remember to utilize Olweus Class Meeting Curriculum during the time set aside daily at the beginning of the day for SEL/RJ circles and/or Responsive Classroom circles. Bullying Behaviors can still manifest themselves in the distance learning classroom environment and cyberbullying can happen as well.

To access the Olweus Class meeting Curriculum as well as Cyberbullying curriculum, please click on <http://www.hazeldenondemand.org/?ref=59272> then go to “My Subscriptions” at the top of the page and then you will find The Teacher’s Guides, School Wide Guides, Class Meetings that Matter, and Cyberbullying Guides, as well as Videos and more.

On-the-Spot Bullying Interventions

When you see bullying happen:

Step 1: Stop the bullying.

Step 2: Support the student who has been bullied.

Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.

Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.

Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.

Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

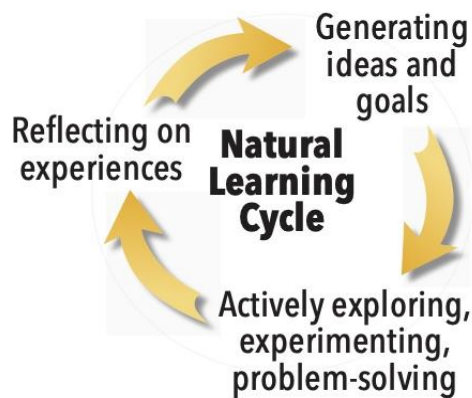
The Responsive Classroom Approach

What Is Responsive Classroom?

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research- and evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers. Schools and teachers that adopt the *Responsive Classroom* approach focus on (1) creating optimal learning conditions for students to develop the academic, social, and emotional skills needed for success in and out of school, and (2) building positive school and classroom communities where students learn, behave, hope, and set and achieve goals.

The Approach to Teaching

There can be no doubt that what teachers believe, know, and can do powerfully influences student learning. *Responsive Classroom* works because it addresses this belief-knowledge-action triad. It shifts teachers' beliefs about children and learning, equips them with new knowledge and skills, and encourages them to transform their teaching by putting their new beliefs and knowledge into action. In the *Responsive Classroom* approach, instruction is designed with an understanding of the natural learning cycle, which begins with a sense of purpose or goal for learning and leads to the deepest, most meaningful learning.



Learn more at: www.responsiveclassroom.org

Responsive Classroom creates the conditions for social, emotional, and academic success by using practical strategies in the following four domains.



Positive community:

A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance. Discipline is taught through a set of strategies aimed at proactively setting students up for success, preserving the dignity of the student and group, and helping students to develop self-discipline.

Morning Meeting and Responsive Advisory Meeting:

Daily meetings that build community, honor identity, and promote belonging, significance, and fun.

Teacher language: Speaking in ways that lead each student to envision success, think deeply, set goals, and work hard to achieve them.

Positive discipline: Involving students in creating rules, proactively teaching these rules, and responding nonpunitively to restore positive behavior, preserve student dignity, and continue learning.



Effective management:

A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.

Routines and expectations: Managing classroom time and space in ways that allow students to focus on learning and building autonomy.

Classroom organization: Organizing the classroom space to represent and support the learners it serves.



Engaging academics:

Learner-centered lessons that are participatory, appropriately challenging, fun, and relevant, and that promote curiosity, wonder, and interest.

Academic Choice: Giving students meaningful choices in their learning.

Teaching the language of learning: Intentionally teaching speaking and listening competencies necessary for college and career readiness.

Active teaching and student practice: Teaching new skills in a way that includes demonstration and guided practice.



Developmentally responsive teaching:

Basing all decisions for teaching and discipline upon research and knowledge of students' social, emotional, physical, and cognitive development.

Knowing all students: A collection of practices for learning about each student individually, culturally, and developmentally.

Building upon strengths: Structuring appropriately challenging lessons to connect learning to and build upon students' strengths.

Parents as partners: Strategies for involving families of diverse cultures and backgrounds.

Section 504 Plans

504: HOW DOES A STUDENT QUALIFY?

- Is there a potentially limiting physical or mental disability/impairment?
- Does the disability impair a major life activity?
- Is the degree of impairment substantial compared to an average student in the same grade/age range?

ALL ANSWERS MUST BE YES

Your School-Based IEP Team Members:

The following is our contact information:

Administrators

Mr. Eran Zeevi, Principal ezeevi@smmusd.org (310) 828-2814 ext. 62-200
Ms. Sheri Hynding, Asst. Principal shynding@smmusd.org (310) 828-2814 ext. 62-207
Ms. Carmen Durand, SPED Coordinator cdurand@smmusd.org (310) 450-8338 ext. 70-378

School Psychologist & Intern

Ms. Meredith Abrams mabrams@smmusd.org (310) 828-2814 ext. 62-221
Ms. Tomomi Hongo, Intern thongo@smmusd.org (310) 828-2814 ext. 62-221

Specialized Academic Instruction (SAI) Teachers

Ms. Rowena Goldrich rgoldrich@smmusd.org (310) 828-2814 ext. 62-102
Ms. Kim O'Hara ko'hara@smmusd.org (310) 828-2814 ext. 62-104
Mr. Jeff Rubin jrubin@smmusd.org (310) 828-2814 ext. 62-102
Ms. Nell Canon (TK) ncanon@smmusd.org (310) 828-2814 ext. 62-151

Specialized Academic Instruction (SAI) Social Skills Teachers

Ms. Amanda Levy aclevy@smmusd.org (310) 828-2814 ext. 62-114
Mr. Gary Noguera gnoguera@smmusd.org (310) 828-2814 ext. 62-113

Speech Language Pathologists (SLPs)

Ms. Shannon Bishop sbishop@smmusd.org (310) 828-2814 ext. 62-1160
Ms. Jennifer Ingle jingle@smmusd.org (310) 828-2814 ext. 62-124

Occupational Therapist (OT)

Ms. Melissa Bonnel mbonnel@smmusd.org (310) 828-2814 ext. 62-119

Adapted PE (APE) Specialist

Mr. Jon Badt jbadt@smmusd.org

Physical Therapist

Ms. Jaclyn Sloboda jloboda@smmusd.org

Assistive Technology Specialist

Ms. Ann McDoniel cmcdoniel@smmusd.org

Behaviorist

Ms. Cydnee Taylor cydneetaylor@smmusd.org
Ms. Liz Sciutto lsciutto@smmusd.org

Vision Specialist

Mr. Jeff Cohn jcohn@smmusd.org

Orientation and Mobility Specialist

Mr. Cody Ishii cishii@smmusd.org



2023-2024 Bell Schedule

- In the morning, Grades 1-5 students enter the Idaho East gate and Tk/K students enter the gate on Montana and 25th street.
- Students participating in breakfast, enter through the Cafetorium gates beginning at 8 AM. Students may enter the school campus beginning at 8:15 AM through their gates. There is no playground access before this time.
- Students arriving after 8:30 AM enter through the front office and get a tardy slip.
- Parents/guardians remain outside the gates and students will enter/exit on their own.

TK/Kindergarten Regular Day (M-F)		TK/Kindergarten Minimum Days	
8:27	Line up Bell	8:27	Line Up Bell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-11:25	Instructional Time	8:30-11:25	Instructional Time
11:25-12:10	Lunch	11:25-12:10	Lunch
12:10-1:30	Instructional Time	12:15	Dismissal
1:30	Dismissal		

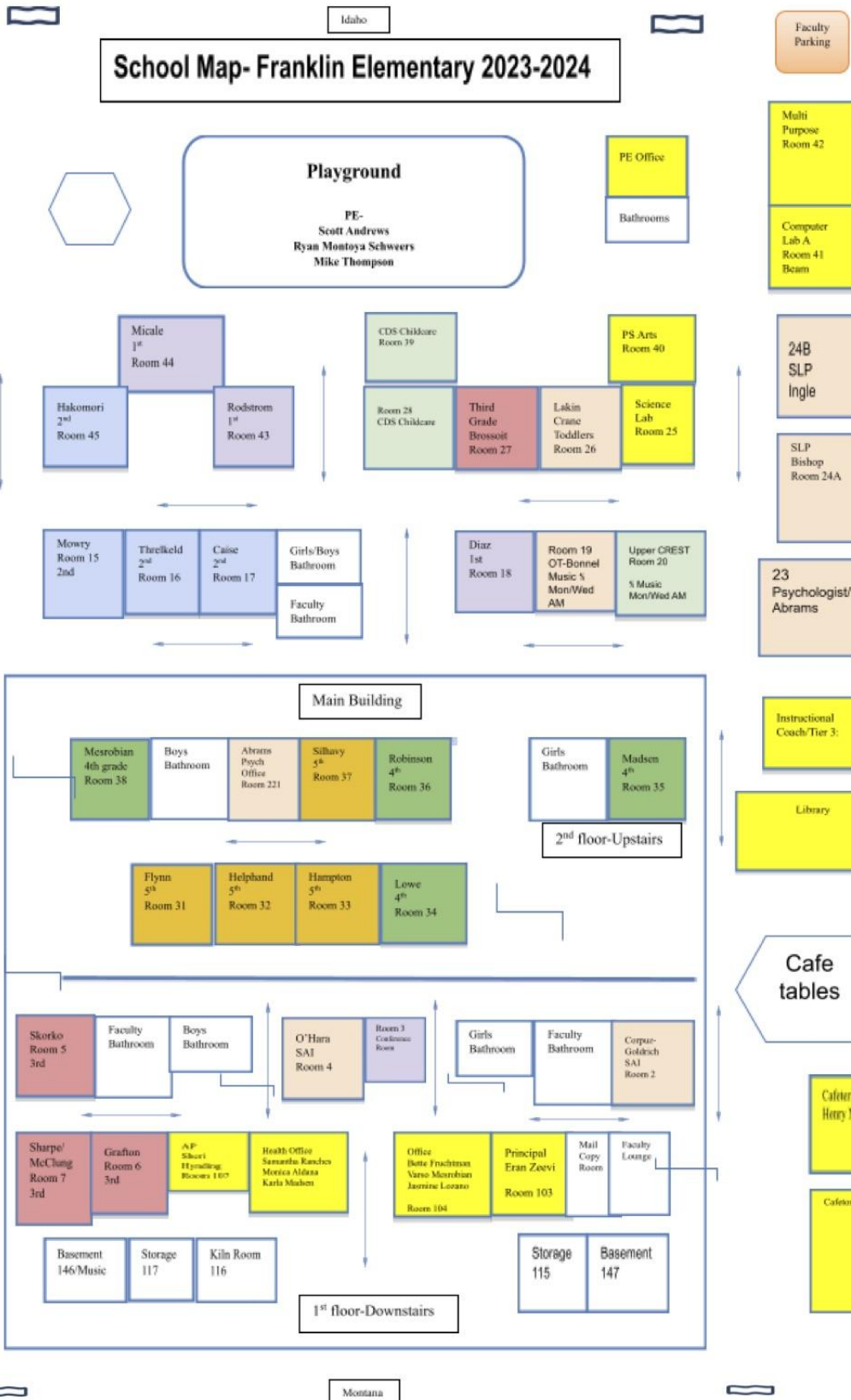
First Grade Regular Day (M,T,Th,F)		First Grade Minimum Days and Wednesdays	
8:27	Line Up Bell	8:27	Line Up Bell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-9:30	Instructional Time	8:30-9:30	Instructional Time
9:30-9:50	Recess	9:30-9:50	Recess
9:50-11:50	Instructional Time	9:50-11:50	Instructional Time
11:50-12:35	Lunch	11:50-12:35	Lunch
12:35-1:50	Instructional Time	12:35-1:30	Instructional Time
1:50-2:00	Recess	1:30	Dismissal
2:00-2:45	Instructional Time		
2:45	Dismissal		

Second Grade Regular Day (M,T,Th,F)		Second Grade Minimum Days and Wednesdays	
8:27	Line Up Bell	8:27	Line Up Bell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-9:50	Instructional Time	8:30-9:50	Instructional Time
9:50-10:10	Recess	9:50-10:10	Recess
10:10-12:00	Instructional Time	10:10-12:00	Instructional Time
12:00-12:45	Lunch	12:00-12:45	Lunch
12:45-1:50	Instructional Time	12:45-1:30	Instructional Time
1:50-2:00	Recess	1:30	Dismissal
2:00-2:45	Instructional Time		
2:45	Dismissal		

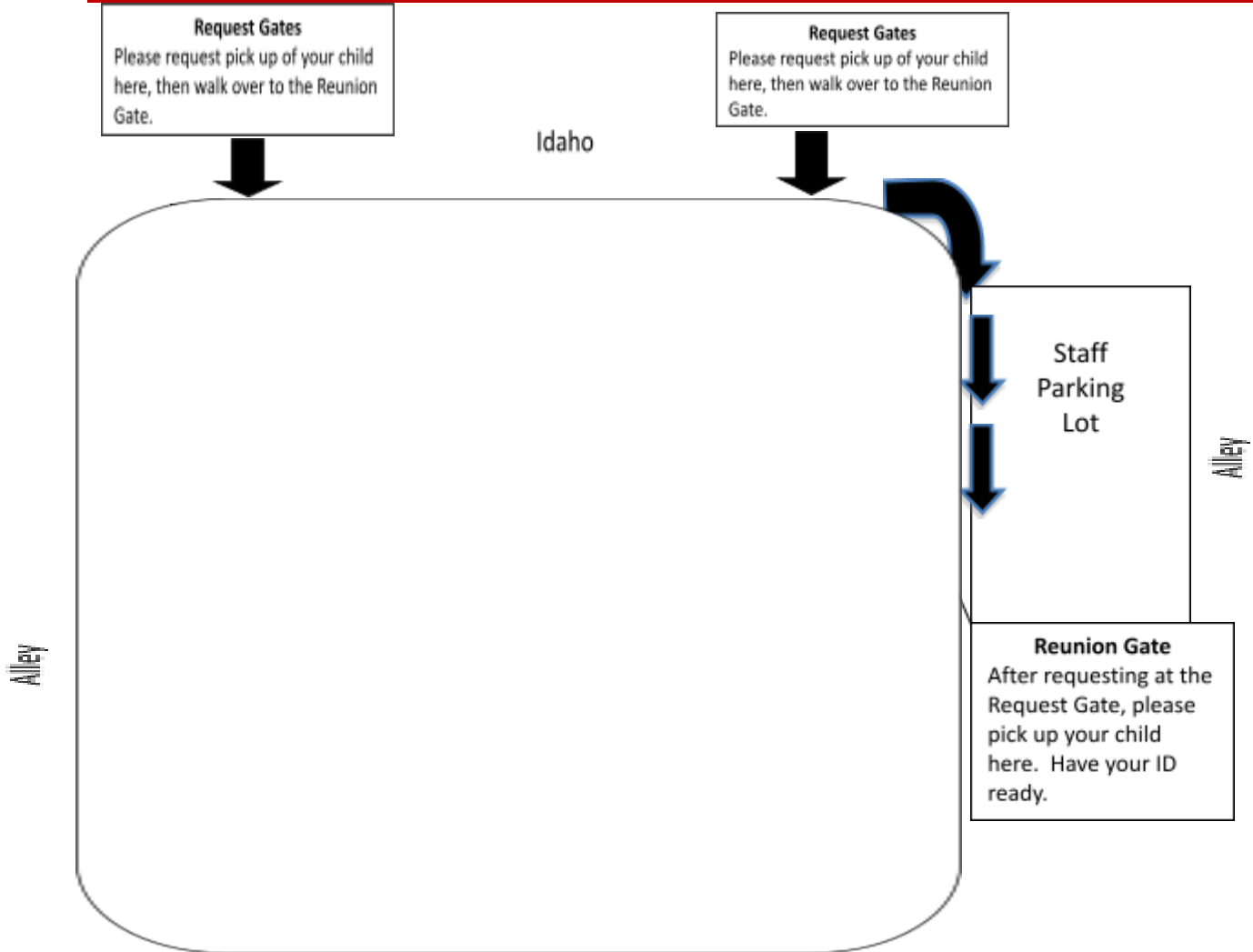
Third Grade Regular Day (M,T,Th,F)		Third Grade Minimum Days and Wednesdays	
8:27	Line Up Bell	8:27	Line Up Bell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-9:50	Instructional Time	8:30-9:50	Instructional Time
9:50-10:10	Recess	9:50-10:10	Recess
10:10-12:10	Instructional Time	10:10-12:10	Instructional Time
12:10-12:55	Lunch	12:10-12:55	Lunch
12:55-2:50	Instructional Time	12:55-1:30	Instructional Time
2:50	Dismissal	1:30	Dismissal

Fourth Grade Regular Day (M,T,Th,F)		Fourth Grade Minimum Days and Wednesdays	
8:27	Line Up Bell	8:27	Line-UpBell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-10:10	Instructional Time	8:30-10:10	Instructional Time
10:10-10:30	Recess	10:10-10:30	Recess
10:30-12:20	Instructional Time	10:30-12:20	Instructional Time
12:20-1:05	Lunch	12:20-1:05	Lunch
1:05-3:00	Instructional Time	1:05-1:30	Instructional Time
3:00	Dismissal	1:30	Dismissal

Fifth Grade Regular Day (M,T,Th,F)		Fifth Grade Minimum Days and Wednesdays	
8:27	Line Up Bell	8:27	Line Up Bell
8:30	Second Bell-School Begins	8:30	Second Bell-School Begins
8:30-10:10	Instructional Time	8:30-10:10	Instructional Time
10:10-10:30	Recess	10:10-10:30	Recess
10:30-12:30	Instructional Time	10:30-12:30	Instructional Time
12:30-1:15	Lunch	12:30-1:15	Lunch
1:15-3:00	Instructional Time	1:15-1:30	Instructional Time
3:00	Dismissal	1:30	Dismissal



Franklin Elementary Map for Emergency Situations



Age Appropriate Active Shooter Response Training for Students

Derived from: A best practice guide published jointly by the National Association of School Psychologists and the National Association of School Resource Officers

Developmental Level	Developmentally Appropriate Safety Explanation	Developmentally Appropriate Safety Activity
Preschool– Kindergarten Students	<p>Explain that adults at school work hard to keep school safe.</p> <p>Offer concrete examples of common dangers that adults address (e.g., a stray dog on campus and not knowing if it is a good or sick dog).</p> <p>Use the word <i>safety</i> when describing/conducting drills (e.g., use “Get-Out Safety Drill” to describe an evacuation).</p>	<p>Practice following atypical adult directions associated with elements of safety drills (e.g., during art, ask students to quickly line up at the door).</p> <p>Conduct “Get Out” and “Hide Out” safety drills.</p>
Early Elementary Students	<p>Explain that teachers and school staff members always work to keep school safe.</p> <p>Offer concrete examples of common dangers that adults address.</p> <p>Use the word <i>safety</i> when describing/conducting drills.</p>	<p>Practice following atypical adult directions associated with elements of safety drills.</p> <p>Conduct “Get Out” (evacuations) and “Hide Out” (lockdown) safety drills.</p>
Upper Elementary Students	<p>Explain that teachers and school staff members always work to keep school safe.</p> <p>Offer examples of common dangers that adults address.</p> <p>Teach the difference between possible dangers and common dangers.</p> <p>Use the word <i>safety</i> when describing/conducting drills.</p>	<p>Conduct “Get Out” (evacuation) “Hide Out” (lockdown), and “Keep-out” (Shelter-in-Place/ barricade) safety drills.</p>
Middle School Students	<p>Engage in discussions regarding the need for school safety procedures.</p> <p>Allow students to generate examples of common dangers that school safety procedures are designed to address (verify understanding of the difference between probable and possible dangers).</p> <p>Use the word <i>safety</i> when describing/conducting drills.</p>	<p>Conduct Shelter-in-Place, evacuation and lockdown safety drills.</p> <p>Conduct options-based safety drills (e.g., drills wherein the option to lockdown, barricade, evacuate, or fight back/encounter are discussed with the students).</p> <p>Conduct progressive drills leading to simulated shooter drill with police collaboration. No simulated guns or gunfire.</p>

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
2023-2024 District Calendar

Approved by the Board of Education: 12/15/22

July 2023					August 2023					September 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	7	8	9	10	11	4	5	6	7	8
10	11	12	13	14	14	15	16	17	18	11	12	13	14	15
17	18	19	20	21	21	22	23	24	25	18	19	20	21	22
24	25	26	27	28	28	29	30	31		25	26	27	28	29
31														

October 2023					November 2023					December 2023				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6	6	7	8	9	10	4	5	6	7	8
9	10	11	12	13	13	14	15	16	17	11	12	13	14	15
16	17	18	19	20	20	21	22	23	24	18	19	20	21	22
23	24	25	26	27	27	28	29	30		25	26	27	28	29
30	31													

January 2024					February 2024					March 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5	5	6	7	8	9	4	5	6	7	8
8	9	10	11	12	12	13	14	15	16	11	12	13	14	15
15	16	17	18	19	19	20	21	22	23	18	19	20	21	22
22	23	24	25	26	26	27	28	29		25	26	27	28	29
29	30	31												

April 2024					May 2024					June 2024				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
1	2	3	4	5	6	7	8	9	10	3	4	5	6	7
8	9	10	11	12	13	14	15	16	17	10	11	12	13	14
15	16	17	18	19	20	21	22	23	24	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31	24	25	26	27	28
29	30													

- Legend:**
- = First/Last Day of School
 - = Legal Holiday
 - = Local Holiday (schools/offices closed)
 - = School Recess (classes not in session)
 - = Pupil Free Days (no school for students)
 - = Elem. Pupil Free Day (no school - elem students)
 - = Sec. Pupil Free Day (no school - sec students)
 - = Certificated Staff Development Day

Employee Work Dates:

Sept. 1, 2023-June 30, 2024:* Classified 11-Month
 *must work 22 days in July/August, 2023

Aug. 10, 2023-June 24, 2024: Classified 10 +10
 Aug. 17, 2023-June 17, 2024: Classified 10-Month
 Aug. 21, 2023-June 12, 2024: Certificated/184 Days
 Aug. 22, 2023-June 12, 2024 Certif-CDS/183 Days
 Aug. 23, 2023-June 12, 2024: Classified School Year

Teacher Work Days: 184
Student Days: 180

1st Semester: Aug. 24 - Dec. 22 (81 days)
 2nd Semester: Jan. 9 - June 12 (99 days)



First Day of Instruction:
 - Thursday, August 24, 2023

Last Day of Instruction:
 - Wednesday, June 12, 2024

Certificated Staff Development Days:
 (No Students)
 - Monday, August 21, 2023
 - Tuesday, August 22, 2023

HOLIDAYS:
 July 4: 4th of July Holiday
 Sept. 4: Labor Day Holiday
 Sept. 25: Local Holiday
 Nov. 10: Veteran's Day Holiday
 Nov. 23: Thanksgiving Holiday
 Nov. 24: Legal Holiday (Admissions Day observd)
 Dec. 25, 26: Winter Holidays
 Jan. 1, 2: New Years Holidays
 Jan. 15: Martin Luther King Jr. Holiday
 Feb. 19: Presidents' Day Holiday
 Mar. 25: Cesar Chavez Day Holiday (observd)
 Mar. 29: Local Holiday
 Apr. 1: Legal Holiday (Lincoln's B'day observd)
 May 27: Memorial Day Holiday
 June 19: Juneteenth Nat'l Independence Holiday

SCHOOL RECESSES:
 Nov. 22: Thanksgiving Recess Day
 Dec. 25 - Jan. 5: Winter Recess
 Mar. 25 - Apr. 5: Spring Recess

PUPIL-FREE DAYS:
 Aug. 21: All Students
 Aug. 22: All Students
 Aug. 23: All Students
 Nov. 6: Elementary Students Only
 Jan. 8: Secondary Students Only

MINIMUM DAYS:

Elementary: Aug. 24, 25, 29, Sept. 5, Nov. 7, 8, 9,
 Mar. 21 OR May 23, June 12 + 1 discretionary

Santa Monica Middle Schools: Sept. 14, Dec. 22,
 Mar. 22, May 9, June 11, 12 + 4 discretionary

Malibu MS/HS: Sept. 14, 28, Dec. 20, 21, Mar. 14,
 May 9, June 10, 11, 12 + 1 discretionary

Samohi: Sept. 28, Dec. 19, 20, 21, 22, Mar. 14,
 June 6, 7, 10, 11

Olympic HS: Sept. 28, Mar. 14, June 4, 5, 6, 7, 10,
 11, 12 + 1 discretionary

Back to School Nights:
 Tues. Aug. 29 - Elementary TK-2
 Tues. Sept. 5 - Elementary 3-5
 Thurs. Sept. 14 - Middle Schools
 Thurs. Sept. 28 - High Schools

Open House Nights:
 Thurs. March 14 - High Schools
 Thurs. March 21 OR May 23 - Elementary
 Thurs. May 9 - Middle Schools

Promotions/Graduations:
 Wed. June 5 - Olympic HS 5:30 pm
 Mon. June 10 - Elementary
 Tues. June 11 - MHS 2:00 pm
 - Samohi 5:30 pm
 Wed. June 12 - Middle School

Parent Conference Days (TK-5):
 Nov. 6 - Nov. 9, 2023

Testing Dates:
 CAASPP (11): Mar. 1 - May 17, 2024
 CAASPP (3-8): Apr. 8 - May 10, 2024
 AP Testing: May 6 - May 17, 2024

TK/Kindergarten Roundup:
 Thurs. Jan. 25, 2024

Final Exams:
 Malibu MS/HS: Dec. 20 - 22, 2023;
 June 7, 10, 11, 2024
 Samohi: Dec. 19 - 22, 2023;
 June 6, 7, 10, 11, 2024

Summer School:
 ISS: June 24 - July 19, 2024
 Credit Recovery: June 24 - July 26, 2024
 ESY: June 24 - July 26, 2024

TK-5 Grading Periods:
 Conference: Nov. 6, 2023
 Winter Grading: Feb. 2, 2024
 Spring Grading: June 12, 2024

6-12 Grading Periods
 Aug. 24 - Sept. 29, 2023
 Oct. 2 - Nov. 9, 2023
 Nov. 13 - Dec. 22, 2023
 Jan. 9 - Feb. 23, 2024
 Feb. 26 - April 26, 2024
 April 29 - June 12, 2024

**Year Long Franklin Elementary School Calendar
2023-2024**

Subject to Change

Check PTA or Franklin School Website for Confirmed Events

<p>August 2023</p> <p>August 14 Budget Meeting 9am August 21-22 Staff Development Days August 19 TK/Kinder Playdate 10 – 11am, Kinder Yard August 22 PTA Exec Board Meeting Breakfast 10am August 23 TK/Kinder Meet & Greet 8:15-8:45am August 24 First Day of School Volunteer, Clubs Expo, Cafetorium, 8:30am Minimum Day TK/K 11:30am, 1st -5th 1:30pm August 25 Minimum Day TK/K 11:30am, 1st -5th 1:30pm August 29 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Volunteer Training, Cafetorium, 6pm Back To School Night Gr TK/K-2, 6:30-8pm August 31 Coffee with Principal, Cafetorium, 8:45am</p>	<p>September 2023</p> <p>September 1 Outdoor Assembly, parents welcome, 8:30am September 4 No School - Labor Day September 5 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Volunteer Training, Cafetorium, 6pm Back To School Night, Gr 3-5, 6:30-8pm Room Parent Orientation 8:45am via zoom September 6 General PTA Meeting, September 7 Lunch Tables, 8:45am Eco Show Assembly, Cafetorium, 9am September 11 Budget Meeting 8:45am September 13 Science Club, Big Yard 6pm September 14 PTA Executive Board Meeting, 8:45am via Zoom Volunteer Training, 10am via Zoom September 18 School Site Council 3:15pm via Zoom September 22 ELAC Meeting 10am Back to School Picnic, Big Yard, 5-7pm September 25 No School – Local Holiday September 28 General PTA Meeting, Cafetorium, 8:45am New Parent Party 6 – 8pm</p>
<p>October 2023</p> <p>October 6 DEI Assembly, Cafetorium, 8:45am October 7 Beautification Day, 9am-3pm October 9 Budget Meeting, 8:45am October 10 Picture Day Cafetorium Parent Ed, 8:45am October 12 PTA Executive Board Meeting, 8:45am via Zoom Science Club, Cafetorium, 6pm October 13 Reflections Submissions Due 3pm (tentative) October 16 School Site Council 3:15pm October 18 Fall Book Cafe, Library 7:45am Coffee with Principal 8:45am October 19 Great American Shake Out 10:20am October 20 Bike It, Walk it to School (Douglas Park) Move-a-thon Kick-Off (5 weeks in advance) All School Camp Out (Big Yard) October 23-27 Ed Foundation Pledge Week October 26 General PTA Meeting, Cafetorium, 8:45am October 27 Outdoor Assembly / Halloween Parade (parents welcome), 8:30am Culmination Committee Kick-Off Mtg, 9am ELAC Meeting, 9am October 31 Reflections submissions due to PTA Council</p>	<p>November 2023</p> <p><i>MOVE-A-THON FUNDRAISER</i></p> <p>November 1 Dia de Los Muertos Alter, Cafetorium November 3 - 18 Holiday Food Drive November 3 Picture Makeup Day BMX Anti Bullying Assembly November 6 No School - Pupil Free Day November 7 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Parent/Teacher Conferences November 8 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Parent/Teacher Conferences November 9 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Parent/Teacher Conferences November 10 No School – Veterans Day November 13 School Site Council 3:15pm November 15 Science Club, 6pm November 16 Outdoor Assembly, parents welcome, 8:30am Reflections Awards, Cafetorium, 6pm November 17 Move-a-thon (Move-a-thon Schedule) Final day of Holiday Food Drive November 22- 24 No School – Thanksgiving Holiday November 28 Giving Tuesday - Ed Foundation November 30 School Tour, 10am</p>

**Year Long Franklin Elementary School Calendar
2023-2024**

Subject to Change, Check PTA or Franklin School Website for Confirmed Events

<p>December 2023</p> <p>December 4-8 Holiday Book Fair, Cafeteria December 7 PTA Exec Board Luncheon & Mtg Science Club 6pm December 25 - January 5 No School - Winter Break</p>	<p>January 2024</p> <p>January 8 School Resumes January 11 Fifth Grade Panoramic Picture 9am January 15 No School - Martin Luther King Jr. Day January 17 Book Swap, Idaho Gates, 1:30pm January 18 General PTA Meeting, Cafetorium, 8:45am Book Swap, Idaho Gates, 2:45pm Science Club 6pm January 22-31 Ed Foundation January Campaign January 22 School Site Council 3:15pm January 25 TK/Kindergarten Roundup 9am January 26 Outdoor Assembly, parents welcome, 8:30am ELAC Meeting 10am January 30 Parent Ed, 8:45am</p>
<p>February 2024</p> <p><i>BLACK HISTORY MONTH GALLERY</i></p> <p>February 1 PTA Executive Board Meeting 8:45am via Zoom Lincoln Counselors visit Fifth Graders Lincoln Show on the Road in Cafetorium 6pm February 2 Report Cards sent home February 5 Budget Meeting 8:45am February 8 School Tour 9am February 9 Outdoor Assembly, parents welcome, 8:30am February 14 Winter Book Cafe 7:45am February 15 Coffee with the Principal 8:45am Science Club 6pm February 19 No School – Presidents Day February 22 General PTA Meeting, Cafetorium, 8:45am</p>	<p>March 2024</p> <p><i>CHLA PHILANTHROPY</i></p> <p>March 4 Budget Meeting, 8:45am March 7 PTA Exec Board Meeting 8:45am via Zoom March 11 School Site Council 3:15pm March 13 Science Club 6pm March 14 School Tour 9am March 15 Outdoor Assembly, parents welcome, 8:30am March 19 Fifth Graders visit Lincoln MS March 21 General PTA Meeting & Elections, 8:45am Open House / Science Fair 5pm March 22 STEAM Museum Assembly March 25-April 5 Spring Break</p>
<p>April 2024</p> <p>April 8 School Resumes Fifth Graders depart for CELP (overnight trip) April 10 Fifth Graders return from CELP April 11 PTA Executive Board Meeting 8:45am via Zoom April 17 Science Club 6pm April 18 Coffee w/the Principals Franklin/Lincoln Bridge April 19 Outdoor Assembly, parents welcome, 8:30am April 22 Earth Day / Earth Week School Site Council 3:15pm April 23 Poem in Your Pocket Day April 25 General PTA Meeting, Cafetorium, 8:45am Multicultural Fair, Big Yard, 5pm April 26 ELAC Meeting 10am April 27 Beautification Day 9am -3pm, all school</p>	<p>May 2024</p> <p>May 1-17 CAASP Testing May 5 Ed Foundation Wine Auction (Tentative Date) May 6-10 Staff Appreciation Week May 6 Budget Meeting, 8:45am Staff Appreciation Luncheon 11:30am May 7 School Tour 9am May 9 PTA Executive Board Meeting 8:45am via Zoom May 10 Outdoor Assembly, parents welcome, 8:30am May 13 School Site Council 3:15pm May 15 Science Club 1:30pm May 16 General PTA Meeting, Lunch Tables, 3:15pm Honorary Service Awards, Lunch Tables, 4pm May 17 ELAC Meeting 10am Movie Night/Picnic May 21-22 Spring Book Fair May 27 No School - Memorial Day May 30 Volunteer Breakfast, Cafetorium, 8am</p>
<p>June 2024</p> <p>June 6 PTA (New/Old) Executive Board Meeting, 6pm June 7 Outdoor Assembly, parents welcome, 8:30am June 10 5th Grade Culmination 8:30am June 11 5th Grade Party 11am – 1pm (front of school) June 12 Minimum Day TK/K 11:30am, 1st -5th 1:30pm Report Cards sent home Last Day of School</p>	

RELEASE OF INFORMATION

Santa Monica-Malibu Unified School District AUTHORIZATION FOR DISCLOSURE OF MEDICAL AND/OR EDUCATIONAL INFORMATION

Name of student (list other names used) _____ Medical Record Number (if applicable) _____ Date of Birth _____

Address of student _____ Phone No. _____ Other Phone No. _____

I, _____ authorize the _____ SMMUSD _____ to:
[name of Student/Student's Rep] [Name of Educational Agency]

Release the above-named individual's medical and educational information as identified below **to:**

Obtain the above-named individual's medical and educational information as identified below **from:**

Individual or Organization Receiving Information

IEP Team, Franklin ES, SMMUSD
Receiving Party
2400 Montana Ave.
Address
Santa Monica, CA 90403
City, State, Zip Code
(310) 828-2814
Telephone/Fax

Individual or Organization Disclosing Information

Disclosing Party
Address
City, State, Zip Code
Telephone/Fax

Duration: This authorization shall become effective immediately and shall remain in effect for one year from the date of signature.

Revocation: I understand that I have the right to revoke this authorization, in writing, at any time by sending such written notification to the **disclosing** agency. Written revocation will be effective upon receipt, but will not apply to information that has already been released in response to this authorization.

Redisclosure: I understand that medical/educational information used or disclosed pursuant to this authorization may be subject to redisclosure by the recipient and it **may** no longer be protected by federal laws and regulations regarding the privacy of protected health information. I further understand the confidentiality of the information when released to a public educational agency is protected as a student record under the Family Educational Rights and Privacy Act (FERPA).

Health Info: I understand that authorizing the disclosure of health information is voluntary. I can refuse to sign this authorization. I do not need to sign this form in order to assure medical treatment.

Specify Record(s): Indicate type of information that is to be disclosed.

- Medical Information
 Medication Information
 Psychological/Psychiatric Information
 Mental Health Information
 Drug/Alcohol Information
 Educational Records
 Other: two-way consultation

Qualification for consideration of education services is dependent upon a qualifying diagnosis by the disclosing party.

I request that the information released pursuant to this authorization be used for the following purposes only:

- Educational Assessment
 Educational Planning/IEP development
 Other: _____

A copy **or facsimile** of this authorization is as valid as an original.
 I understand that I have a right to receive a copy of this authorization for my **or my child/ward's** records.
I understand that I may request to inspect or obtain a copy of the information to be used or disclosed.

Signature of Student or Student's Representative _____ Description of Relationship to Student _____ Date _____

NOTE: Original signature is required for release of medical information. No facsimile of this form will be accepted when requesting the disclosure of medical information.

Franklin Elementary – School Implementation Plan 2023-2024

Focus 1 : Social Emotional Learning

Outcome: Our students will be able to self-regulate, support their peers, and have a positive experience while at school in order to be receptive to teaching and learning.

Success Indicators	Staff Practices	Support Needed	Evidence	Timeline
<ul style="list-style-type: none"> ● Kids are happy to come to school ● Kids are able to solve minor issues on their own, problem solve ● Kids will help and support each other 	<ul style="list-style-type: none"> ● Morning Meeting <ul style="list-style-type: none"> ○ Will check in mid year and assess ● Quiet Time ● Closing Circle ● Classroom and school-wide norms with evidence on campus ● Yellow slips 	<ul style="list-style-type: none"> ● Training from RC coach, Margie (ongoing) ● Training/modeling within the site by admin (assistants/paras) and coach (teachers) ● Training with SEL TOSA for all staff ● Meetings with staff focused on positive behavior supports across the campus <ul style="list-style-type: none"> ○ Flow-chart of behavior ○ Behavior slips for outside ● Access to RC books: The Morning Meeting Book, Yardsticks, The First Six Weeks of School ● Developed new positive systems for the 23-24 school year 	<ul style="list-style-type: none"> ● Climate surveys by grade level 3 times per year (Fall, Winter, Spring) ● Mental health check-ins between the surveys to get more details from students who need support ● Grade-level check-ins of what's working, what's not, behavior changes, etc. ● Learning walks/Lesson Links 	<ul style="list-style-type: none"> ● Training from RC Coach, Margie mid year ● Late Fall: Give first climate survey ● Schedule Learning Walks in late fall, winter and Spring ● January 2024 SLT meeting to create Google Slide deck with 1 slide per grade level - notes, agreement, supports needed ● Schedule SLT and Grade level meetings <ul style="list-style-type: none"> ○ Review climate survey data, complete Google Slide notes

				<ul style="list-style-type: none"> • GL meetings focused on RC- throughout the year • SLT meetings focused on SEL- throughout the year • Learning walks with Danelle, when available
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Focus 2: Math (As the 2023-24 SLT, we discussed: How can we improve CGI process amongst all grade levels. Last year's data shows growth in math, but it was inconsistent. How can we use CGI to help students better achieve in mathematics?)

Outcome: As the 2022-23 SLT, what is your desired outcome? Complete the chart to support this work.

Success Indicators	Staff Practices	Support Needed	Evidence & Timeline
<ul style="list-style-type: none"> • Monthly grade level CGI problem given and scored based on math rubric developed by SLT. • Higher percentage of students achieving a 3 and 4 based on the rubric between Fall, Winter and Spring 	<ul style="list-style-type: none"> • Grade levels would determine a CGI problem for the month and have it scored by the end of the month to compile data 	<ul style="list-style-type: none"> • Time for grade level to meet and determine a CGI problem for the month • Time for grade level to score the problems based on rubric • Time for grade level to meet to analyze the data 	<ul style="list-style-type: none"> • Based on scores, we would want to see an increase of 5% in levels 3 and 4 between Fall, Winter and Spring • CGI Problems given in October, January, April • Scoring of the assessments would be in November, February and May