



elmwood franklin school

Thinking beyond.

Elmwood Franklin School Family Handbook

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Section 1: School Information and Overview

Introduction

This manual contains information about the Elmwood Franklin School, suggested points of view about the teaching and learning process, and specific procedures you need to know.

It is intended to be a "living and breathing" resource and should accurately reflect how we function as a school at any given time. It also is subject to change as procedures are reviewed and revised.

The History of Elmwood Franklin School

Elmwood Franklin School derives its name from the merger of the Elmwood School and the Franklin School, two schools dating to the late 19th century and known as groundbreakers in the field of elementary education.

The Elmwood School was established by Emma Gibbons in 1889, in a house at 235 West Utica Street, as the first kindergarten in Buffalo. After two years, a new school building was built on Bryant to expand the grades and to provide such curricular innovations as athletics for girls, Swedish woodworking, science classes, field trips, and sewing.

The Franklin School was the outgrowth of a kindergarten started in 1891 at the home of Mrs. Bryant Glenny, Sr. at 432 Franklin Street. In 1894, a new school building was constructed at 146 Park Street. The Franklin established itself as a premier academic institution known for its focus on educating the "whole child" and attracting intellectually curious faculty.

The two schools, pursuing essentially the same mission, officially merged in 1941. The new school operated on the Elmwood School property at Bryant and Hodge. The Blue-Gray competition, a sports-focused spirit contest that continues to this day, began in 1947, taking its name from the official school colors of its origin schools.

Elmwood Franklin moved to its present campus on New Amsterdam Avenue in 1951. The school operated as a co-educational day school from the nursery school through the fourth grade and a girl's day school in grades five through eight. In 1980, the Board of Trustees voted to add boys to grades five through eight one year at a time, with the school becoming fully co-ed in the 1983-1984 school year. An optional summer program, open to Elmwood Franklin students as well as to the greater community, was started in 1979.

In the past eighteen years, EFS has undergone even more change as it expanded its campus and facilities, added more programs and athletic activities, and modernized its campus.

Throughout its hundred-plus years, Elmwood Franklin School has maintained a tradition of progress while remaining committed to the goal of educating the whole child. Today,

Elmwood Franklin School is proud to be the oldest independent school with a preschool to eighth grade configuration in WNY.

Mission Statement

Elmwood Franklin School prepares children to lead thriving lives.

Mission Commitment Statement

To effectively carry out the mission, Elmwood Franklin is committed to:

- providing an enriched academic program that emphasizes learning how to learn, developing good work habits, and fostering creative and independent thinking;
- enhancing each student's learning experience with in-class and out-of-class activities as well as extracurricular offerings including athletics and the arts;
- sustaining an environment in which respect and caring for each child and adult in the school community are paramount;
- building an inclusive school community that reflects and values diversity;
- maintaining a collegial faculty of outstanding professionals to serve as effective teachers and caring mentors;
- fostering a school-home partnership focused on the academic and personal development of each student and characterized by open communication;
- involving families in supporting the work of our students and teachers;
- supporting our educational program with extensive resources and well-maintained, well-equipped facilities.

Elmwood Franklin School Song

Give a cheer for Elmwood Franklin School.
The school belongs to you and me.
Shout her name aloud, and tell the world
that there is no one who can
top her, stop her.
May our deeds uphold her honor,
make her glory shine from sea to sea,
As on we go, we'll always show
Our love and loyalty.

Core Values

Academic Rigor

Elmwood Franklin continually challenges students to grow academically and intellectually so that they can achieve at increasingly higher levels.

Character

Elmwood Franklin strengthens social-emotional skills and demonstrates a commitment to the values of kindness, respect, integrity, teamwork, and perseverance. Students are encouraged to practice their roles as responsible citizens in a wider world.

Community

Elmwood Franklin fosters a caring environment in which families, students, teachers, and professionals share ideas, value and incorporate differences, and work in partnership to create authentic experiences with lasting impact.

Creative Inquiry

Elmwood Franklin promotes a culture of learning in which curiosity is rewarded, risk-taking is encouraged, and challenging assumptions is expected. Through these experiences, confident, resilient, independent thinkers are cultivated.

Individual Excellence

Elmwood Franklin is a journey—not a destination. Students are met at their personal stage of development and are given opportunities to discover their learning style, pursue their passions, and develop themselves.

Partnership Agreement

In 2003/2004, the Board of Trustees voted to accept this statement:

Elmwood Franklin School Parent/Guardian and School Partnership Agreement

Elmwood Franklin is a school that emphasizes high academic achievement, good study skills and positive character development. We set high standards for each child with whom we work, and then give support to enable him/her/them to meet these expectations. We expect our students throughout their years here to achieve success in becoming self-motivated and in assuming responsibility for their actions.

The early years of education are crucial in an individual's life. Our role is to provide each student with the basic skills to learn effectively and the fundamental elements of knowledge, which will become the foundation for all subsequent learning. Learning how to learn, developing an enthusiasm for acquiring knowledge and cultivating a lively curiosity during these years sets a life-long pattern of sound attitudes.

At Elmwood Franklin, we value an atmosphere of genuine respect and courtesy between student and student, adult and student and adult and adult. We not only set a positive tone

to support our students but also, we encourage faculty, administration and staff throughout their time at Elmwood Franklin to develop themselves personally and professionally with financial assistance from the school.

Please note that while we strive to maintain a positive and respectful atmosphere at all times, the school reserves the right to exclude families from campus and/or to dismiss students from the school if parents/guardians are unable to abide by the school's policies and expectations for respectful behavior.

As parents/guardians and educators we agree to:

- Promote the EFS mission as an inclusive, diverse community of learners and educators.
- Treat all members of the Elmwood Franklin Community with respect and civility.
- Help support a home environment that encourages the development of positive learning attitudes and habits including, among other things, consistent, on-time drop-off, regular sleeping routines, and disciplined access to electronic media.
- Create a culture of high social and academic expectations.
- Resolve conflicts and questions in the spirit of partnership and objectivity and assume that there are at least two sides to every problem.
- Respect the school's responsibility to do what is best for the entire community and for the promulgation of itself as an educational institution.
- Respect the confidentiality of all aspects of the children's experience, including grades, assessments and the experiences of his or her peers.
- Communicate effectively, efficiently and truthfully with each other about all aspects of the child's experience.
- Nurture all children towards an evolving and developmentally appropriate independence.
- Understand that tuition only covers 80% of the school's operating costs, which means that the school needs to exercise tight fiscal responsibility including running a balanced budget, collecting tuition payments in a timely fashion, and asking for annual and capital donations as well as volunteer efforts.

Governance

The final authority for the operation of Elmwood Franklin School rests with the Board of Trustees. The Board appoints the Head of School, who is responsible for the day-to-day management of the school. The Board establishes future-oriented school policies and administers the school's endowment. EFS Board of Trustees is comprised of volunteers who meet approximately six (6) times during the school year.

Standing committees of the Board of Trustees include the Executive, Finance, Advancement, Building and Grounds, and Committee on Trustees.

Section 2: Student Conduct

The Elmwood Franklin School Code of Respect

Elmwood Franklin School is a place where students, teachers and staff:

- look forward to coming together with one another
- appreciate excellence in learning
- respect one another
- listen to one another
- trust one another
- learn from one another
- share talents with one another

An EFS student

respects him/her/themself by:

- being prepared for daily work
- dressing appropriately
- taking pride in personal appearance
- abstaining from illegal substances
- eating healthy

respects other students by:

- being thoughtful and kind
- including others
- welcoming students into groups and activities
- sharing
- acknowledging and respecting differences
- respecting the privacy and space of each other
- complimenting each other on success and effort

respects adults by:

- being courteous and considerate
- obeying classroom rules
- greeting teachers and staff by name
- listening and following directions
- displaying an attitude of cooperation

respects school property by:

- cleaning up after him/her/themself and others.
- returning things that have been borrowed
- learning to use computers effectively and appropriately
- taking pride in the school's appearance

A few other thoughts:

- Running should be confined (under supervision) to the playground, field, and gym.
- Students should not sit on desks, stand on chairs or put feet on furniture.
- During Lower School recess, children should play outside, weather permitting. They should not stay in the building unless there is a medical reason to do so, or if the weather is inclement.
- During Upper School recess, children go to the dining room or gym and are supervised by the advisors.
- No gum, candy, pocket toys, etc. No food outdoors.
- Cell phones and smartwatches must be off and kept in a student's locker during school hours. Students may be allowed to use cell phones on a limited basis and with permission after 3:15 pm.
- Food and beverages purchased from gym lobby vending machine should be consumed in the gym lobby or taken home.

Care of School Property

Students are required to take proper care of the school building, equipment and books. Particular care should be shown in cleaning up the dining room and homerooms. Students are to be held accountable for keeping the building neat, clean and attractive and staff members are responsible for reporting to the Division Head any students responsible for damage done to any school property.

Anti-Bullying Policy

Elmwood Franklin School, in keeping with its mission, is committed to an educational environment in which all members of the school community are treated with respect and celebrated for their contributions. Accordingly, the school is dedicated to providing an atmosphere that is free from harassment, intimidation, and bullying. EFS believes in the goodness of all children and will provide ample support for all students to live up to our high standards of citizenship.

Bullying is any recurring behavior by an individual or group that:

- Intentionally does physical or emotional harm to another person or persons
- Targets those of lesser social standing (whether real or perceived)
- Deliberately exploits a power differential between two students on a recurring basis

Bullying can take any of three forms:

- Verbal – name calling, teasing, threats, etc.
- Physical – hitting, kicking, taking and damaging belongings, etc.
- Relational – spreading rumors, excluding/shunning, gossiping, etc.

(Verbal and relational bullying can take place in person and/or via electronic communications, including social media.)

Bullying is often motivated by difference or *perceived difference* around race, color, religion, sex, gender identity or expression, ancestry, national origin, sexual orientation, mental or physical disability, or other distinguishing characteristics, including, but not limited to, physical appearance, clothing or other apparel, and socioeconomic status.

Elmwood Franklin School's approach to bullying prevention and maintaining an environment of respect and celebration has four parts: education for all students, support for those who have been victimized, empowering students who act as bystanders, and guidance to change behavior for those whose actions are bullying.

Students at our school will do the following things to prevent bullying:

- Treat each other respectfully
- Refuse to bully others
- Refuse to let others be bullied
- Refuse to watch, laugh, or join in when someone is being bullied
- Try to include everyone, especially those who are often left out
- Report bullying to a faculty member

Students who are aware of bullying – students who act as bystanders – can be a powerful force in helping to address it and will be encouraged to do so in an appropriate way.

Reporting Bullying

Bullying should be reported to an adult at school immediately. Students who experience victimization or act as bystanders may report incidents in person or in writing. Faculty will immediately step in to ensure that the victimized student is safe and report it to the appropriate division head. Parents/guardians should report concerns about bullying to their child's classroom teacher, advisor, dean, or division head.

School Response to Bullying

The division head will investigate all reports of bullying, contact parents/guardians and other relevant adults, and keep a written record of the report. The division head, dean, or classroom teacher will communicate regularly with the student and parents/guardians throughout the school year to ensure that there are no recurrences.

The following disciplinary steps can be taken, and depending on the severity of the situation may not necessarily occur in this particular order:

- Written warning
- Detention
- Loss of privileges – exclusion from certain areas of the school, recess, field trips, sports, etc.
- Suspension
- Expulsion

As part of the effort to help a student who has been bullying and to avoid the necessity of further disciplinary action, counseling may be recommended and required.

Off-Campus Bullying

At times, off-campus conduct between EFS students will cause a harmful impact on the EFS community. If there is a sufficient nexus between a student's off-campus conduct and the EFS community, EFS will address the student's misconduct in accordance with the steps outlined above.

Disciplinary Philosophy and Practice at Elmwood Franklin Lower School

Teachers enforce student discipline. Staying in (at recess or after school), requiring letters of apology, and work details are among accepted discipline techniques. Private conversations about the consequences of misbehavior and/or establishing discipline problems as "shared" problems are also suitable. **Students should not be sent out of their classrooms unsupervised into the hall.**

Repeated or serious offenses should be referred to the Lower School Head. This includes all cases of cheating, stealing or physical altercation. The Lower School Head should be apprised of the problem in a timely manner. The Lower School Head will update the Head of School. Children can and will be suspended or expelled for serious violations at the discretion of the Head in consultation with the Lower School Head.

Discipline may be looked at from different perspectives: it can be training intended to produce a specific character or pattern of behavior; it can be a state of order based on respect for rules and authority; it can be punishment intended to correct or train. It is in fact all of these viewpoints. The desired outcome is a positive school climate which has proven to be an important factor in effective schools.

Discipline is the responsibility of all: parents/guardians, students, teachers, and administrators. School climate is not just classroom conduct. It is necessary for us to correct improper behavior wherever and whenever we see it, regardless of whether or not we know the student and regardless of whether we are "on duty" or not. To ignore is to condone. Children learn by example. Treat them in a rational, understanding manner at all times.

Dealing with young children and early adolescents requires a great deal of patience, energy and rapid decision making skills. The correct approach is not always easy to gauge given the variables that exist. Some Do's and Don'ts to keep in mind when dealing with inappropriate behavior are listed below.

Do's and Don'ts of Discipline

DO'S

- Do be fair.
- Do be friendly.
- Do be firm.
- Do be interested in students.
- Do be empathetic.
- Do be consistent.
- Do be confidential.
- Do be courteous.
- Do use discretion when sharing personal anecdotes.

DON'TS

- Don't lose your temper.
- Don't blame an entire class.
- Don't shame or reprimand a student in front of their peers.
- Don't be disappointed with the student, only with their difficult behavior.
- Don't threaten, bluster, or be belligerent. Do not yell.
- Don't say "shut-up."
- Don't take misbehavior personally even when it seems to be directed at you.
- Don't use sarcasm.
- Don't use candy and sweets as incentives or awards.

Disciplinary Philosophy and Practice at Elmwood Franklin Upper School

A community that is designed to support student learning and development values trust and respect, and its members have a shared understanding of the community norms and expectations and share the burden of upholding those standards.

The purpose of the disciplinary process at Elmwood Franklin Upper School is to teach students to make good decisions by capitalizing on the "teachable moment" when students err, while at the same time holding students accountable for their actions. As a faculty, we are each responsible for upholding our community standards and encouraging our students to do the same. We will respond to students who violate our community rules by providing both guidance and appropriate consequences so students can learn from their mistakes and use better judgement going forward.

It is the overriding goal of our disciplinary process that students learn from their mistakes and recover with their dignity intact and their judgement better informed. As we seek to educate the whole child and encourage our students to take risks, we are in a position to help our students as they experience the inevitable failures that come with maturation. To that end, patience, sensitivity, and discretion are paramount in dealing with students who are struggling

to recover from poor decisions. Students should be able to take responsibility for their actions and move forward without stigma or prejudice.

Disciplinary Procedures

Minor Infractions

Whenever possible, disciplinary infractions of a minor nature (cell phone use, dress code violations, speaking out of turn, etc.) should be handled by the teacher or coach who witnesses the behavior. This provides immediate feedback to the student and allows the adult to retain his or her authority with the student and in the classroom.

First time offenses of a minor nature do not need to be communicated to parents/guardians; however, please do inform the student's advisor so that the advisor can make note of any developing trends.

Recurring Minor Infractions

When a student does not respond appropriately to correction or continues to be in violation of our community standards following a conversation with a teacher, it is appropriate to involve both the student's parents/guardians and the grade-level Dean along with the student's advisor. The role of the Deans is to address escalating behavioral issues and coordinate the response, not to take the place of the classroom teacher in the disciplinary process. Before referring a student, please let the appropriate Dean know the behavioral history of the student so that they can be proactive in their approach.

Because our Deans are also teachers, it is only in urgent circumstances that students should be asked to leave class to meet immediately with a Dean. For infractions that are not a significant disruption to your class but you feel warrant further discussion, you should inform the student that they are being referred to a Dean and the reason for the referral, then ask the appropriate Dean to follow up with that student during the course of the school day. While some infractions will warrant immediate dismissal from class, this should be done only when the student's behavior compromises the learning experience for other students or there is imminent risk of escalation, and not done in a punitive fashion.

When a student is referred to a Dean, the Dean will contact the family and provide a brief summary of that conversation to the advisor. Deans will also provide the Head of Upper School with an update on developing student concerns. Teachers and advisors are also welcome to update the Head of Upper School on student concerns, especially if there is a possibility that the parents/guardians will be contacting the school.

The Deans will recommend an appropriate course of action for recurring minor violations. As a community, we do not tolerate or condone certain behaviors; for example, harassment. However, we do not have a zero-tolerance disciplinary policy that stipulates specific consequences for certain behaviors. As an independent school and a community that strives to reach students at their individual needs, we will consider the circumstances of each situation before determining an appropriate response.

Parents/guardians should be contacted for repeat infractions, even those of a minor nature. It is always preferable to “over-inform” a parent/guardian and enlist support from home early than to wait until a situation has become so aggravated that parental involvement is critical yet finds the parents/guardians are unaware of the situation. Failing to enlist the parents/guardians early on deprives us of their support and can put parents/guardians on the defensive. If it is a repeat infraction witnessed by one adult, that adult should inform the parents/guardians directly, as he/she/they is in the best position to provide details and answer questions. Advisors who notice a trend from the reports from other teachers should contact parents/guardians with a summary of the reports. Advisors should also brief the Deans of their conversation(s) with parents/guardians.

Major Infractions

Occasionally middle school students will make major lapses in judgement that prompt an immediate and strong response from the school. Examples of major infractions would include violence, theft, academic dishonesty on a major scale, or harassment of another community member. Major infractions should always be reported immediately to the Deans and the Head of Upper School. The Deans and Head are on the front line for dealing with major infractions so that consequences can be applied fairly and equitably.

Depending on the circumstances of the infraction, the Deans, Head of Upper School, and referring teacher will decide who should contact the parents/guardians. An appropriate course of action, including any consequences, will be determined by the Head of Upper School in consultation with the Deans, referring teacher, and the student’s advisor.

Upper School Dean Procedures

- Procedure to use for dress code violations: Each team will check dress code during homeroom. A team member (preferably the advisor) will initially discuss the violation with the student and note the violation on the shared dress code violation document. A second offense will bring a meeting between student and dean, as well as one day of isolated lunch and a phone call home. A third offense will result in another call home, a set punishment and a meeting with the parents/guardians and advisor and/or dean. After that, it goes to the Upper School Head for resolution.
- First time and minor infractions should be dealt with by the classroom teacher and not referred to the Deans. If you feel that a student poses a substantial disruption to your class and must be excused from your room immediately in order for the class to proceed in an orderly fashion, please contact one of the Deans PRIOR to dismissing the student from your room so that you can notify the Dean that the student is on the way and provide a brief synopsis of the reason for referring the student. If you cannot reach a Dean, please call the Head of Upper School's office and send the student there. In the event that neither Dean nor the Upper School Head are available, you may have the student sit outside the office of the Head of School or Associate Head of School for the remainder of the period. It is always preferable, whenever it is feasible to do so, to have the student remain in your class and ask a Dean to follow up with the student after you have had the opportunity to provide the Dean with an explanation for the referral so that the Dean and the student can have a productive meeting. Depending on the infraction that precipitated the referral, either the Dean or referring teacher should contact the student's parents/guardians to make them aware of the incident.
- Please see one of the eighth grade advisors if you'd like to make a special announcement or have a class presentation at a morning assembly.
- Please arrange for assigned lunch seats for all 5th, 6th, and 7th graders. This will help with discipline in the dining room, as well as cut down on social problems during lunch.
- Please make and post copies of your seating chart in the dining room. There will also be a supervised "lunch time out" area every day if needed. If you are working with a student or students during lunch, please contact one of the Deans or the Head of Upper School.
- Please make it a priority to be seated in the Johnston Theatre by 8:15 a.m. on assembly days.
- Please take attendance and lunch count at 8:10 a.m.

Upper School Student Deans

Overview of Responsibilities

- I. Coordinate U.S. Morning Assembly Program
 - a. have 8th graders emcee
 - b. officers and captains make periodic SCC & Sports announcements
 - c. have student involvement in the assemblies
- II. Oversee Minor Student Discipline Issues, Student Life, and SCC
 - a. develop procedures, consequences and recordkeeping for dress code violations, dining room, recess, misbehaviors, etc.
 - b. supervise SCC meetings and projects.
 - c. oversee Pushing Up the Sky Awards program.
- III. Coordinate Themes for Student Advisee Program
 - a. interface with themes from the character ed. committee work accomplished last year w/advisors
 - b. develop the "good citizen" or "star" of the month per grade (idea that was discussed with advisors)

Student Responsible Technology Use Policy

Students and their parents/guardians implicitly agree to all facets of the Responsible Technology Use Policy by their enrollment at the school. In exchange for the use of the Elmwood Franklin School network and resources, whether at school or away from school, the student understands and agrees to the following responsibilities and privileges:

Educational Purpose

- The EFS computer network has been established for limited educational purposes. This can be defined as using the computer and/or iPad to research and write reports and papers, practice a skill, and communicate with others to reach the goals that have been set in school.
- EFS has the right to place reasonable restrictions on the material accessed or posted through the system. Students are also expected to follow the rules set forth in the Family Handbook and the law in their use of the EFS network.

Personal Responsibility

- Students and parents/guardians should be aware that network and e-mail accounts are monitored and all documents are accessible by administrators and teachers.
- Students are expected to behave in a manner that is respectful, honest, and safe when utilizing technology.

Student Internet Access

- All students will have access to Internet resources through their classroom, library media research center, or school computer lab only under direct teacher supervision. All Internet searches will have a specific direction and are for subject-related assignments. Exploring the web without specific goals from a teacher is not permitted.

- Students will have e-mail access using a school account for educational purposes. Students are not permitted to access their personal e-mail accounts or use social media while at school.
- The school has put filters in place to limit the incidences of inappropriate content. However, no filters are 100% accurate. Students should follow directions given by their teachers for completing assignments and finding appropriate sources of information.

Personal Technology

- Use of cell phones and smartwatches are prohibited during school hours and during school activities (sports, trips, etc.). If brought to school, cell phones and smartwatches must remain off and kept in lockers.
- Students may be allowed to use cell phones AFTER SCHOOL with permission from a supervising adult.
- Students are not permitted to bring laptops or tablets to use in school without permission of the Upper School Deans. Accommodations will be made in school, if necessary.
- AirPods and headphones may only be used with the permission of a supervising adult.

Privacy

- Students should expect only limited privacy in the contents of their stored files on the EFS network. Routine maintenance and monitoring of the EFS network may uncover any violations of policy.
- Parents/guardians, teachers, and administrators have the right at any time to see the student's academic records.

Inappropriate Access to Material

- Students will not use the EFS network to access material that is profane or obscene, that advocates illegal acts, or that advocates violence or discrimination toward other people.
- If students mistakenly access inappropriate information, they are instructed to immediately tell their teacher. This is to protect students against a claim that they have intentionally violated the EFS Responsible Computer Use policy.

iPads

Providing students with an individual iPad in a 1:1 environment enhances each student's overall learning experience. Utilizing the iPads at Elmwood Franklin School gives students the access to learn anywhere, anytime—both in classrooms and at home. This 1:1 personalized learning also promotes responsible use of today's ever-changing technologies.

All iPads are subject to the same responsible use guidelines as all other Elmwood Franklin School electronic devices. All files, documents, and books installed on the iPad by Elmwood Franklin School remain the property of the school. We reserve the right to confiscate and search a student's iPad to ensure compliance with the Responsible Use Policy.

(a) iPad Restrictions

- iPads are for educational use only.
- Students may not use any lock settings on the iPad.
- Defacing of the iPad, including the EFS ID tag, in any way is prohibited.
- Apps may be opened and used only with teachers' permission. This includes photo and video capabilities.
- The Internet may be used only with teachers' permission. Teachers will direct students to appropriate websites. These sites can be accessed through the library/media center webpage or through your teachers' webpages.
- Students may not download apps, music, or videos without a teacher's permission.
- Students may not delete any apps or books that have been downloaded without a teacher's permission.
- Students may not use any personal accounts. This includes but is not limited to iTunes, personal email, or social media sites.

(b) Lost, Damaged or Stolen iPad

- If the iPad is lost, stolen, or damaged, the Technology Department must be notified immediately.
- If the iPad needs to be sent for repairs, the school will do our very best to supply a replacement while it is gone.
- The following fees apply for lost or damaged equipment
 - o Cracked or broken screen
 - § 1st time: \$25
 - § 2nd time: \$50
 - § 3rd time: full cost of repair
 - o Lost iPad
 - § ½ the cost of the iPad for the first lost iPad
 - § Full cost of replacement for additional lost iPad
 - o Lost iPad charger
 - § \$40

COPPA Compliance

In order for Elmwood Franklin School to continue to be able to provide your student with the most effective web-based tools and applications for learning, we need to abide by federal regulations that require a parental/guardian signature. When first issued an iPad, parents/guardians will be required to sign a letter of consent giving their child permission to use specific educational tools/applications.

EFS User Terms and Conditions

Students understand and agree to the following responsibilities and privileges when using EFS-provided iPads and other devices:

1. For my own safety, personal information such as full name, home address, phone number, age, gender, etc. must never be revealed over the Internet.
2. It is my responsibility to avoid abusive conduct which would include, but is not limited to, the altering of system software, placing of unlawful information, computer viruses, or harmful programs on or through the system, in either public or private files or messages.
3. I am accountable for the use of my password. My password must not be revealed to anyone nor will I use others' passwords. I will be responsible for any problems which arise from the misuse of my file folder. I will not access any other student's account.
4. I will not use the school's computer network to obtain, view, download, send, print, display or otherwise gain access to or transmit materials that are unlawful, obscene or abusive.
5. I will not use the EFS network to harass, insult or attack others.
6. I will use only authorized software on the EFS network.
7. I will use all computer equipment for the purpose for which it is intended. I will not tamper with terminals, associated equipment, or otherwise disable the system.
8. I will not change, copy, rename, delete, read or otherwise access files or software that I did not create unless I have permission from my instructor.
9. I will not use a computer for anything other than course-related work.
10. I will not make claim to others' work found on the internet. Plagiarism is a violation of school policy and law.
11. I will not violate copyright laws or use the EFS network for commercial purposes.
12. If I identify a security problem on the EFS network, I will immediately notify a teacher or an administrator.

Consequences

Violations of the Student Responsible Technology Use Policy could result in losing iPad and computer privileges in school or other disciplinary action.

Section 3: Attendance Information and Procedures

Attendance Policy and Absences

EFS ensures the maintenance of adequate records verifying the attendance of all children enrolled at EFS in accordance with the NY State regulations.

Description of coding system:

Each student has an attendance record entered into a program in the Blackbaud database. If a student is late, his/her record is marked "tardy" on that day's record. If a student is absent, his/her record is marked "absent". There are no unexcused absences allowed at EFS. If a student leaves school early, this is also noted on the students record for that day.

Description of absence recording and reporting process:

Each day, homeroom teachers in Lower School and advisors in Upper School take attendance in the Blackbaud database by 8:15 AM. It is then communicated to the receptionist (by 8:30 AM) who posts the entire daily attendance list on the shared Google Doc for all faculty and staff.

Any student who is not in school and the school has not received a phone call from the parent or guardian notifying the school of the absence, receives a call from the school nurse so a reason for absence can be determined.

Any unscheduled absence is reported to the appropriate division head. Excessive absences and/or tardiness (10 or more per quarter) may require a meeting with the Head of School and may lead to possible probation and invitation to leave the school.

Attendance is recorded on the student's report card at the end of every quarter.

Missed Assignments

Materials and assignments for absentees are sent to the office by 9:30 a.m. or posted on Google Classroom (in the Upper School). In the event of absence, all children should complete all assignments made during or after the period of absence in a timely manner. We request that the absentee's family collect necessary homework and materials from the school office.

Long-Term Absences and Homework Policy

The school strongly discourages planned long-term absences during the academic year. Parents/guardians should plan their vacations during the scheduled school vacations. Our academic program is enriched and accelerated; any interruption of it inevitably stalls your child's academic progress.

In the event that a long-term absence is unavoidable, we ask that the parent/guardian meet with their child's Division Head and/or advisor in advance to discuss the situation. Due to the nature of the program and of our teaching routines, homework cannot be given in advance of

the absence, but your child will be given the opportunity to make up the work within a reasonable period of time when he/she/they returns.

Early Departures

The early departure of a student from school is allowed when there is a written or telephone request to the office by the custodial parent or guardian. Students departing early are to inform their homeroom teacher and sign-out in the office prior to leaving. Early departures require parental/guardian verification.

Delayed Departure and Horizons

All students will be dismissed at 3:15 p.m. Any child not picked up by 3:30 p.m. will be brought back into the school and supervised in the dining room until 4:15 p.m. There will be an \$10 fee for any child picked up between 3:30 p.m. and 4:15 p.m. The child will be placed in the Horizons program at 4:15 p.m., and the family will be assessed a daily Horizons charge of \$20.

The Horizons program provides structured supervision for students remaining at school after 3:20 p.m. Horizons begins at 3:20 p.m. Parents/guardians must call the school before 1:00 p.m. to reserve a place for their child in Horizons. There is a charge for this service. Upper and Lower School students remaining at EFS after 3:20 p.m. will report outside to dismissal. At 3:30 p.m. those remaining will go to Horizons and their parents/guardians will be billed. Horizons ends at 5:45 p.m.

Horizons is not intended as a punitive option for misbehavior. It provides safe supervision for students who remain after school beyond 3:20 p.m. Parents/guardians are required to make a reservation for their child to attend Horizons. Parents/guardians must ensure classroom teacher is aware of child's participation in Horizons.

Extended Year Program (Extended Horizons)

The Extended Year Program runs Monday through Friday starting on the last day of school and running until the EFS Summer Camp begins. The program runs from 8:00 a.m. to 5:45 p.m., early drop off at 7:30 a.m. with a wide range of activities to suit grade levels and interests. Outdoor play, fun and friendship are our main goals. Enrollment is open to current EFS families.

Summer Camp Program

Each summer EFS holds a six-week summer program. It is an activity-oriented day camp. The program is coordinated by an EFS faculty member; our own teachers are given the opportunity first to apply for teaching positions provided they have the requisite skills before posting any position. Enrollment is open to EFS students, as well as the general public ages 3-1/2 to 14.

Section 4: Student-Related Information and Procedures

Student Dress Code

The purpose of the Elmwood Franklin School dress code is to encourage students to dress in a manner that is appropriate for school and respectful of their learning environment, their teachers, their peers, and themselves. The way our students dress should demonstrate pride in our school and reflect our Core Values of Academic Rigor, Community, Character, Creative Inquiry, and Individual Excellence.

In general, at the discretion of the administration, any form of dress that distracts from the educational mission of Elmwood Franklin will be considered a violation of the dress code. Each child's appearance should contribute to an atmosphere of serious academic purpose and respect.

Unless otherwise amended by school leadership based on special circumstances or events, the following dress codes apply for EFS students:

Guidelines for Beginners – Grade 4

All clothing must be neat, in good repair, and free of slogans and text. Solids, patterns, prints, stripes, and plaids are permitted. All clothing must be appropriate for school.

Students may wear:

- dress pants, chinos, corduroys, and leggings (no jeans)
- tights and socks in any color, pattern, print, stripe, or plaid
- collared shirts, polos, t-shirts, turtlenecks, Henleys, blouses, or dressy cotton shirts
- skirts, dresses, jumpers, and shorts that are no shorter than approximately four inches above the knee
- clothing with Elmwood Franklin School logo
- dress shoes, closed-toe shoes, sneakers, boots; shoes must have backs. Shoes with laces must be tied. Safety is our primary concern.
- Hats and outerwear (outside only)

Students **may not** wear:

- denim jeans (any color)
- athletic wear, including sweatpants, jogging suits, yoga pants, jogging shorts, and spandex. Gym and running shorts, athletic pants, jackets, and tops may be worn only in gym classes and for sports events.
- shirts with writing, slogans, or graphics
- spaghetti straps or cropped tops
- clothing with holes or cutouts of the shoulder, torso, or leg
- flip flops, open-toed shoes, clogs, sandals, platform shoes, slipper shoes, or those with heels over an inch

Guidelines for Grades 5 – 8

All clothing must be neat, in good repair, and free of slogans and text. Patterns, prints, stripes, and plaids are permitted.

Students may wear:

- dress pants, khakis, corduroys, or chinos
- dress shirts or blouses; no elasticized collars or t-shirts
- dresses or skirts no higher than two inches above the knee
- polo shirts and turtlenecks
- sweaters, vests, or quarter-zip sweaters or fleeces
- ties
- dressy shorts no higher than two inches above the knee (prior to Indigenous Peoples' Day weekend and after spring recess)
- dress shoes, closed-toe shoes, sneakers, boots; shoes must have backs

Students **may not** wear:

- denim jeans/pants (any color)
- cargo pants or shorts
- athletic wear, including sweatshirts with or without a hood, athletic/running shorts, and track, yoga, and sweatpants
- tank tops or spaghetti straps
- hats, jackets, and outerwear while indoors
- t-shirts or shirts with a banded collar
- flip-flops, open-toed shoes, clogs, sandals, platform shoes, slipper shoes, or those with heels over an inch
- leggings or tights as stand-alone bottoms; they may be worn only with a skirt or dress
- clothing with holes or cutouts of the shoulder, torso, or leg
- Undergarments should not be visible

Homeroom and Advisee Periods

The opening homeroom period begins promptly at 8:15 a.m. It is an important introduction to the day. This is a time for class discussions, current events and items of interest to the children may be relevant. The atmosphere should be relaxed but structured for meaningful participation. Academic programs begin at 8:30 a.m.

Upper School homeroom periods can be structured at the discretion of the advisors, either for academic work, class projects and meetings or study periods. They can be social times for students and the teachers.

Options

The purpose of the Options program is to diversify and enrich the learning experience offered to our children as well as to give them experience in learning how to make and live with choices and decisions. The content of Options offerings tends to be less academic and more

self-expressive or activity oriented. Any subject or area of interest to faculty and students alike is possible "grist for the mill." Some activities such as computers, cooking, drama, yearbook, special offerings in art, music and sports are regularly offered. It is also the time used for rehearsals for both Upper School musicals, Medieval Night, and other Upper School events.

Lower School Options occur once a week on Thursday at 2:30 p.m. and classes usually are of three weeks duration. Upper School options occur once a week on Wednesday.

Student Coordinating Committee

Purpose and Composition

The Student Coordinating Committee (SCC) is responsible for initiating, scheduling, planning, promoting, and monitoring various student activities throughout the school year. The Committee consists of four representatives from each homeroom in grades five (5) through seven (7). These representatives serve two-quarter terms, with elections held in September and January. The president, vice-president, secretary and treasurer of the SCC are elected by the eighth grade class and serve for the entire school year. All SCC members are expected to maintain a Meeting Expectations citizenship average.

Membership Duties

President—The SCC president is expected to call meetings, arrange an agenda (in conjunction with the faculty advisor), and chair meetings. The president is also responsible for overseeing all SCC projects. The president will, with the help of the other SCC officers, organize lunch dismissal of the Upper School homerooms. Finally, the SCC president must be prepared to deliver a speech on certain occasions (Class Day, Blue-Gray Picnic, etc.).

Vice-President—The SCC vice-president will assume any of the duties of the president should the president be unable to perform them. The vice-president will also make the presentation of the 8th grade gift.

Secretary—The SCC secretary will keep the minutes of each meeting and undertake any necessary correspondence.

Treasurer—The SCC treasurer will help coordinate the disbursement and collection of all funds related to SCC and eighth grade functions.

Representatives—The SCC representatives for each grade and SCC officers will convey the wishes of their class to the SCC at large. They are also responsible (with the help of their homeroom teachers) for organizing class in-service, social, and community projects. In addition, SCC representatives will promote and assist the SCC projects of other classes.

SCC Activities

The 8th grade officers act as officers of the SCC and work closely with the Deans, Upper School Head and faculty advisor to coordinate:

- In-service Projects—These projects are done for the benefit of the entire school.
- Social Projects—These are fun activities (i.e., picnics, dances, movies, etc.) chosen and sponsored by an individual class. The number of projects and time of year vary with each class.
- Community Service Projects—These are projects in which Upper School classes contribute something to the community and may vary.
- Other annual activities—The SCC as a group will take part in the planning and execution of other school events, such as the Blue-Gray picnic and Halloween party.

Lunch Policy

Lunch period is to be a relaxed and informal time for great food and conversation. Good manners and appropriate behavior are expected from each and every student. Children are expected to:

- Proceed to and from the dining room in an orderly fashion.
- Be polite
- Clean up
- After returning trays, return to tables and sit until the class is ready to be dismissed. Children will be dismissed by table when they are in order.

Elmwood Franklin School continues to provide a daily snack and lunch. Parents/guardians who prefer to pack a lunch for students may do so in accordance with the guidelines below. Lunch and snack are included as part of our all-inclusive tuition and are available to all students, faculty and staff.

Guidelines for Packed Lunch

- Lunches should be nutritious and well balanced.
- Students electing to bring a packed lunch must bring it with them to school in the morning. If lunch is forgotten, students may have the school lunch. **Parents/guardians should not drop off lunches later in the day.**
- No refrigeration is provided. Lunches should be packed in insulated bags or boxes with reusable ice packs to keep food cool, if necessary, and labeled with the student's last name.
- Lunches must remain in lockers except at lunchtime. Students may not snack throughout the day.
- Lunches are for personal consumption and may not be shared with other students.
- **ABSOLUTELY NO** soda, candy, glass containers, metal cans, toothpicks or skewers are allowed.
- Please try to use reusable containers and mark them clearly with the student's last name.
- Due to many children and adults with severe nut allergies, no food made with **PEANUTS, TREE NUTS** (almonds, cashews, walnuts, etc.), **OR SESAME** should be brought to school, including nut butter sandwiches, granola with nuts, or hummus.

Appropriate lunch seating arrangements will be made to ensure the safety of all students. Other guidelines may be added as needed throughout the year.

Tutors and outside consultants are prohibited from bringing any food into the school.

Position on Students with Food Allergies

Elmwood Franklin School acknowledges and respects the growing number of students enrolling in our school with potentially life-threatening food allergies. EFS is committed to working in partnership with parents/guardians and our food service provider to ensure a safe environment for all students.

While EFS believes that the student and family are the prime managers of a child's allergy, EFS will adhere to the following guidelines and practices to minimize risks and provide a safe educational environment for food-allergic students:

- The school nurse will distribute a list of "Children with Known Allergies" to all faculty and staff at the start of the school year based on the required health forms received. The list will be updated and re-distributed as new information becomes available.
- At the start of the school year, Parent Council Room Representatives will receive a grade-by-grade allergy list (without students' names). The list will be updated and re-distributed as new information becomes available.
- Following the distribution of the "Known Allergies" list, the designated Parent Council Room Reps will communicate with their class parents/guardians as to what allergies exist in their grade and request that parents/guardians bear this in mind when organizing events outside of school, such as birthday parties.
- Homeroom teachers and Upper School advisors will request parents/guardians of students with food allergies to provide a safe snack to be kept in the classroom to ensure students with allergies will always have an acceptable food option during times when food is brought into the classroom for special occasions (holiday parties, etc.).
- Faculty will communicate with substitute teachers any information on students with known food allergies.
- Children with severe, life-threatening food allergies must provide EFS with an epinephrine auto injector. It is also strongly suggested that parents/guardians provide the school with an action plan that is completed by the child's physician and parents/guardians. The action plan will be kept in the Health Office.
- Students will be instructed that they should never share food to prevent accidental exposure.
- Other classroom/school materials, including arts and crafts supplies or toys, may include food allergens, such as wheat, milk, or seeds. Faculty will refer to the "Children with Known Allergies" list during planning phases of classroom activities.
- EFS will enforce a "no eating" policy for its students on school buses—its own and those it rents—while transporting students for field trips or sporting events.

- Each fall, EFS will provide training and education for faculty and staff regarding best practices for managing students with food allergies.
- EFS strongly encourages parents/guardians of students with food allergies to educate their child in the self-management of their food allergy, including:
 - identifying safe and unsafe foods
 - learning strategies to avoid exposure to unsafe foods
 - recognizing symptoms of an allergic reaction
 - informing an adult as soon as accidental exposure occurs or symptoms appear
 - reading labels as is developmentally appropriate

Birthdays

Birthdays are celebrated in a low-key, relaxed manner in Prep, Lower School, and Upper School. All students are invited to dress down on the day of their birthday celebration, and birthdays will be recognized daily during all-school morning announcements. **However, we ask parents/guardians NOT to bring in any food to school for the safety of our students who have allergies and for the purposes of having a fully inclusive classroom.**

It is appropriate for our school community to celebrate together and these celebrations do provide a social learning opportunity for our students. Beginners and Prep parents/guardians are invited to join their child in the homeroom to take part in their child's birthday celebration. Lower School students will have the opportunity to spend time visiting Lower School teachers and administrators to receive a small gift, such as a pencil, sticker, or eraser and a birthday cup from the Head of Lower School. Upper School students' birthdays will be celebrated during recess with classmates and teachers.

When children invite classmates to their party outside of school, great care should be taken so that those who are not invited do not feel unjustly treated and excluded. Invitations must not be brought to school. Parents/guardians may not pick children up at school to drive them to a party or social event unless all the children in a class are going to the event. We ask that presents not be brought to school. (See Parties)

Parties

Classroom Parties

Please be guided by the following:

- General class parties should be limited to major event days.
- In all parties, decorations should be minimal (restricted to the children's art work, for example) refreshments simple and inexpensive (established by the common sense of the teacher), and no presents should be exchanged.

Parties at Home

Under no circumstances should invitations to a party be delivered at school unless all are invited. If it is a limited party, discussion of it should also be limited. No presents should be brought to school.

Section 5: Student Homework and Grading

Homework

Homework should be assigned purposefully. It should reinforce skills learned, practice skills developed in class, or introduce new material that will be used in class. Homework also plays an extremely important part in the development of a child's learning and sense of responsibility. Homework assignments are made regularly. **Teachers certainly may omit weekend assignments up through sixth grade.** During religious holidays and nights when school functions occur **no homework should be given.** Otherwise, assignments should be made nightly. Length should be appropriate for age, grade level and time of year.

<u>Grade</u>	<u>Time To Spend On Work Nightly</u>
Last term of Prep II	10 - 15 minutes
First Grade	15 - 20 minutes
Second Grade	20 minutes
Third Grade	30 minutes
Fourth Grade	Approximately one hour
Fifth through Eighth Grades	One to one and a half hours (15 - 20 minutes per subject)

Parents/guardians should be reminded to heed the following:

- Regularly schedule a daily time for the sole purpose of completing assignments. If time is not wasted, assignments are usually not excessive.
- Provide suitable study conditions - desk, supplies, proper light, reference books, etc.
- Take an active interest in what is being done, but refuse to do the work.
- Discourage telephone calls for the student during this time and limit screen time.
- Monitor use of technology during homework to ensure students are on task.
- Provide time for leisure reading.

Homework Lab (Grades 5-8)

The Homework Lab is a quiet study area, proctored by a faculty member or administrator, that meets from 3:15-4:15 p.m. on Tuesdays, Wednesdays, and Thursdays. To sign up, parents/guardians should e-mail their child's advisor or homeroom teacher. Homework Lab is available until 3:45 p.m. for no charge or until 4:15 p.m. for \$10.00 per day billed through Horizons. The location and proctors for Homework Lab will be posted each week outside the Upper School Heads' offices. Homework Lab is a quiet place to do homework under the supervision of a teacher or administrator and is not intended as private tutoring.

Study Halls

In the Upper School, Study halls provide an opportunity for students to do homework, prepare for tests, and read quietly. To ensure all students have this opportunity:

- Students must sit in an assigned seat each week.

- Students must work independently, unless the study hall teacher gives specific permission to working pairs.
- Any work done in pairs must be done quietly so as not to disturb other students.
- Students may use the lavatories one at a time with the permission of the teacher.
- A student may visit a teacher only if the student has a note from that teacher with information on where and when the visit is to occur.
- Students may not be excused to make phone calls.
- Students may not use any personal electronic devices.
- Students may use computers only under the direct supervision of a teacher.
- Any and all students who are not working silently should be given a verbal warning. If this does not work, students should be sent to the student dean for a violation. Teachers may send student to the dean with a note, rather than call or e-mail since many study halls are in the dining room.
- Study halls should be silent and busy. If students have completed all homework, they may read quietly. Please do not bring games and cards.

Grading

Lower School, Beginners, Prep I, and Prep II

Parents/guardians and teachers will conference in November and March. At each conference, parents/guardians receive a report with a checklist from the child's teacher. In January and June, comments are included with each report in place of a conference.

Explanation of Evaluation

- EE** Exceeds Expectations
- ME** Meets Expectations
- AE** Approaches Expectations
- NM** Does Not Meet Expectations
- NE** Not Evaluated

Number Grades: Third and Fourth Grade

90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Passing, Needs Improvement
Below 60	Not meeting grade level expectations
NE	Not evaluated at this time

Upper School

First, Second, and Third Quarter Conferences and Reports

The advisors will submit a narrative and grade report, which includes information regarding a student's academic progress, effort and citizenship to the Head of Upper School for initialing prior to the Fall and Spring conference dates. A copy should be made for the student academic

file. Teachers' impressions of the conference should be noted on the back of the file copy. This will serve as our Parent Conference Report.

Quarterly Report Cards

Advisors are to provide the Head of Upper School with a copy of each student's quarterly report for review and approval.

Grading and Reporting

The grades are to reflect the child's academic performance as measured against the school's expectations for the particular class or grade in question.

97 - 100 A+	70 - 72 C-
93 - 96 A	67 - 69 D+
90 - 92 A-	63 - 66 D
87 - 89 B+	60 - 62 D-
83 - 86 B	Under 60 = F
80 - 82 B-	Not Graded = NG
77 - 79 C+	Incomplete = INC
73 - 76 C	

Upper School uses a quarterly grading system. Report cards are issued at the end of each quarter. For each academic subject there is an exam, evaluation, or a special project in Upper School at the end of the second quarter and an "exam" at the end of the fourth quarter is averaged into the fourth quarter. Exam grades of fifth and sixth grade students are weighted 10% and 15% in grades seventh and eighth.

Effort Grades

E = EXCEPTIONAL

The student goes above and beyond the expectations of the classroom to maximize their academic potential.

C = CONSISTENT

The student puts forth consistent effort to reach their academic potential.

I = INCONSISTENT

The student often puts forth the necessary effort to reach their academic potential but does not always do so on a consistent basis.

U = UNSATISFACTORY

The student is not putting forth the effort necessary, or not doing so often enough, to reach their academic potential.

Citizenship Guidelines

We hold our students to a high standard for citizenship at Elmwood Franklin and feel it is appropriate to expect our students to be consistently courteous and respectful of everyone in our community.

ME = Meeting Expectations

A student who is consistently courteous and respectful of everyone in our community.

E = Exceeding Expectations

A student who goes above and beyond being courteous and respectful of everyone in our community and contributes to our community in an exemplary fashion.

NM = Not Meeting Expectations

A student who is working toward being courteous and respectful of everyone in our community but is not yet there. Students who receive this mark should also be given specific feedback on how they can improve their citizenship in their comments.

Student Academic Progress Committee

The Student Academic Progress Committee ensures that every student in the Upper School is working to his or her potential, identifies students who are struggling academically or not meeting the academic expectations of the school, and puts in place the appropriate academic assistance to support students who are not working to potential.

Honor Roll

The Upper School Honor Roll recognizes students for their outstanding academic achievement and good character. Students who achieve distinguished academic standing will be placed on the Honor Roll or High Honor Roll for the subsequent academic term. To be placed on the Honor Roll, students must maintain an average of 90 or higher, with no grade in any class lower than an 80 and no citizenship grade below Meeting Expectations. To achieve High Honor Roll status, students must earn a 93 or above average, with no grade in any class below an 80, and no citizenship grade below Meeting Expectations. Averages are calculated using all classes in which a student is enrolled, including arts, physical education, and two-quarter courses. Students who earn Honor or High Honor Roll distinction for at least two quarters will be recognized at the awards assembly in June.

National Junior Honor Society

To be eligible for consideration into the National Junior Honor Society, a student must be in seventh or eighth grade and have a high academic average that is a minimum of 90 average. The high average, however, is only one element of consideration. Scholarship without character would be of little value. Membership is also based on citizenship, leadership and service. Induction opportunities occur in January of a student's seventh and/or eighth grade year. Students must maintain their good citizenship and academic average to continue membership.