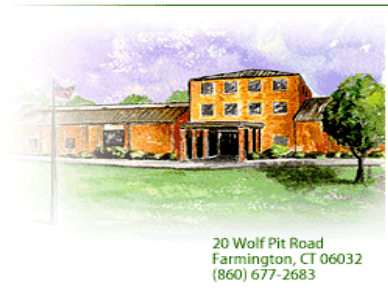


Irving A. Robbins Middle School

Nationally Recognized as an Exemplary Middle School



Dear IAR Students and Families,

On behalf of the entire faculty and staff, we would like to welcome you to Irving A. Robbins Middle School, a national school of excellence! This year, we will seek to embody the qualities of our mascot, the roadrunner. Roadrunners are known for their endurance, strength, courage, and ability to adapt and persevere. By embodying the characteristics of the roadrunner, we will continue to develop the skills needed to grow as engaged leaders of our own learning. During the 2018-2019 school year, the classes of 2023 and 2024 will embark on their roadrunner journey as active and highly engaged citizens on the path towards success. We look forward to building positive and authentic connections to help students develop as pioneers, scholars, contributors, and citizens.

At IAR, our goal is to promote students' academic achievement and personal and social growth, while creating a sense of belonging and community for our students and their families. We believe our students are most successful when they are challenged with high academic and behavioral expectations and provided high-quality instruction and appropriate support and encouragement to meet them. Our academic expectations are guided by the *Vision of the Farmington Graduate* (see pages 2-3), which articulates the skills and dispositions our students will need for success in college, careers, and citizenship in the 21st century. Our behavioral expectations are guided by our "3R'S" theme: "**Respect, Responsibility, Resilience and Safety.**"

It is our hope that this handbook serves as a helpful communication tool. It includes important information about our programs, staff contact information, and school procedures. Additionally, this handbook explains our academic and behavioral expectations and practices. We ask that students and families carefully review the information provided in the IAR handbook to be well-informed of the expectations and the supports available to them. Electronic copies of this handbook are available on our website so that you may access this information at any time.

To enhance communication, this valuable resource also serves as a daily planner to help students stay organized and monitor their assignments for their classes. Students should use it to record their daily homework assignments and to note upcoming assessments and projects as well as school-related activities and events.

To ensure the academic, personal, and social success of our students, we welcome opportunities to communicate and collaborate. At IAR, we believe that developing positive relationships with students, families, teachers, and administrators is integral to the success of our entire learning community. Partnering together, we will carry out the mission of Farmington Public Schools as we enable all students to achieve academic and personal excellence, exhibit persistent effort and live as resourceful, inquiring and contributing global citizens.

Please do not hesitate to reach out to us whenever you have any questions or concerns. We look forward to a wonderful school year working together!

Best Regards,

Scott Hurwitz
Mr. Scott Hurwitz
Principal

Nilda Irizarry
Ms. Nilda Irizarry
Assistant Principal

Irving A. Robbins Middle School

Farmington, CT



**Respect, Responsibility,
Resilience & Safety**

Student Handbook
&
Daily Planner
2018-19

STUDENT/PARENT ACKNOWLEDGEMENT

Student Name: _____

Team: _____

Homeroom Teacher: _____

**THIS FORM MUST BE SIGNED, DATED, AND RETURNED TO
HOMEROOM TEACHERS BY _____, _____, 2018.**

***I acknowledge that I have read and understand the contents of the
2018-19 Irving A. Robbins Middle School Student Handbook.***

Student Signature

Student Name – Printed

Parent/Guardian Signature

Parent/Guardian Name – Printed

Date

NAME: _____ HR TEACHER: _____

Students are responsible for filling out the Independent Reading Information for the book(s) read during the month.

Month	Subject	Titles/Authors	Date Completed	Teacher Comments (Reading Behaviors):
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				

NAME: _____ HR TEACHER: _____

Students are responsible for filling out the Independent Reading Information for the book(s) read during the month.

Month	Subject	Titles/Authors	Date Completed	Teacher Comments (Reading Behaviors):
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				

Irving A. Robbins Middle School



20 Wolf Pit Road
Farmington, Connecticut 06032
Main Office: (860) 677-2683
Guidance: (860) 677-4363
Nurse: (860) 674-1109

**Respect, Responsibility,
Resilience & Safety**

Student Handbook & Planner

Student Name: _____ Homeroom: _____

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Section 1: Important Documents & Other Information

“Vision of the Farmington Graduate”

Farmington Public Schools’ Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills needed to meet the challenges of local, national and global citizenship in a rapidly changing world.

Critical Thinking and Reasoning: Students access, interpret, analyze, and evaluate ideas and information, draw evidence-based conclusions, synthesize new learning with prior knowledge, and reflect critically on learning.

Students who demonstrate critical thinking and reasoning skills...

- Ask questions to revise or adjust understanding
- Use critical reading strategies to develop meaning from text
- Support arguments with clear and compelling evidence
- Make connections between new information and prior knowledge
- Analyze and evaluate data to draw conclusions
- Recognize values, beliefs, bias and perspective
- Acknowledge different opinions to foster new insight
- Notice patterns and analyze cause and effect

Communication and Collaboration: Students participate effectively in a variety of teams, actively listen and respond to the ideas of others, share responsibility for outcomes, articulate ideas clearly in multiple formats and use technology tools to enhance communication.

Students who effectively communicate and collaborate...

- Write and speak clearly for a variety of purposes
- Demonstrate an awareness of audience and adjust style and tone accordingly
- Use language effectively to enhance meaning and impact
- Use a variety of technology tools to enhance communication
- Access diverse perspectives and expertise to accomplish a goal
- Establish and adhere to group norms that facilitate effective performance
- Listen to and value the contributions of others on the team
- Adapt to and perform a variety of roles and responsibilities within a group

Problem Solving and Innovation: Students identify problems, analyze data, ask questions, utilize a variety of resources, think flexibly, make connections and seek practical, innovative and entrepreneurial solutions to a variety of problems.

Students who are problem solvers and innovators...

- Notice, examine and reframe problems
- Ask questions and brainstorm ideas
- Detect patterns and anomalies in data
- Embrace contradictions and divergent ideas
- Relate the apparently unrelated
- Produce novel and creative solutions and products
- Take risks and go beyond conventional parameters
- Employ strategic processes to learn from success and failure

Self-Direction and Resourcefulness: Students explore interests, take initiative, set goals, demonstrate persistent effort, adapt to change with resiliency, and exhibit ethical leadership and responsible citizenship.

Self-directed and resourceful students...

- Act on curiosity and pursue interests
- Manage time and organize tasks
- Work to overcome obstacles and learn from mistakes
- Seek feedback and new resources to accomplish a goal
- Reflect on learning experiences
- Transfer knowledge and skills from one context to another
- Find opportunities for civic engagement and leadership
- Make ethical, responsible decisions

“Core Beliefs”

The Farmington Public Schools are committed to core beliefs that guide our work. These beliefs frame our goals, program development, and support systems. These beliefs focus instruction, curriculum, and assessment to ensure that all students achieve at high levels. Farmington communicates its rigorous expectations through its programs and core content standards.

Expectations matter. Teachers maintain high expectations for all students through continual encouragement, specific and timely feedback, tenacity in providing targeted support, and through communicating that all students have the capacity to meet district standards. We believe that maintaining high expectations leads to higher levels of student achievement.

Effort matters. Students in the Farmington Public Schools succeed at high levels through their own efforts and the collective efforts of their parents, educators, and the community. It is through students’ own hard work and dedication to the pursuit of excellence that they will succeed. We believe that increasing effort leads to higher levels of student achievement.

Instruction matters. Teachers refine their teaching craft through ongoing study and action research, observation of instruction, and collaboration with colleagues. Teachers are actively engaged and committed to applying proven instructional strategies to reach every student. All educators demonstrate their commitment to instructional and curricular development for the classroom, team, school, and district through their leadership in improvement efforts. We believe that improving instruction leads to higher levels of student achievement.

Relationships matter. All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

Results matter. Administrators, teachers, and students measure progress toward meeting and exceeding defined standards and goals. Through the ongoing and collaborative analysis of student work and data, we hold students and each other accountable for continuous improvement. We believe that sharing and using results to inform our decisions about instruction, resources, curriculum, and program development leads to higher levels of student achievement.

Equity matters. We recognize that students come to us with diverse experiences, interests, strengths, and needs. It is therefore essential that all students have access to challenging and personally meaningful curriculum and instruction. Teachers, administrators, and staff are committed to the pursuit of excellence for all students, meeting them where they are, and providing resources, flexible pathways, and targeted support to remove barriers to opportunity. We believe that equity is a fundamental value of a high quality education and that diversity is an asset to our school community.

Irving A. Robbins Middle School Mission Statement

Irving A. Robbins Middle School seeks to support all students to grow intellectually, emotionally, socially, and physically and to reach high levels of achievement within a standards-led school. Students will develop the habits of life-long learners and the skills to be responsible, contributing global citizens. By learning with and from caring individuals within a respectful environment, all students will achieve skills necessary for success in the 21st century.

Guiding Beliefs

- Students' learning is enhanced and their understanding is deepened when they have the opportunity to make connections between the curriculum and their own lives.
- Students are supported to become respectful and contributing members of a global society when they are part of a caring school community.
- Students acquire the skills necessary to continue to learn throughout their lives when they practice being independent learners.
- Students' educational experiences are enriched when teachers collaborate to provide meaningful instruction.
- Students are able to make healthy, responsible choices when the school community is committed to supporting the intellectual, social, emotional, and physical growth of young adolescents.

Student Rights & Responsibilities

Our school is a place where we don't all have to be the same, act the same, or think the same because it is our diversity that makes us unique and interesting. Students treat each other the way they would like to be treated, and with respect. They are positive role models for others and admit to and learn from their mistakes.

Students have the right to...

- Express their thoughts, opinions, and beliefs.
- Enjoy their lunch and social time.
- Feel safe at school, at lunch, in the hallway, and on the bus.
- Enjoy their classes.
- Ask questions.
- Be treated with respect by teachers and other adults.
- Be treated with respect by other learners.
- Expect that school rules are enforced fairly.
- Feel comfortable participating in class.
- Succeed.
- Have their effort and good work acknowledged.
- Attend classes which are uninterrupted by disruptive students.
- Be themselves.

Students have the responsibility to...

- Be respectful of others' thoughts, opinions and beliefs.
- Act appropriately during lunch and social time.
- Maintain an environment free of the threat of bodily harm.
- Contribute to the success of their classes.
- Ask for help.
- Show respect to the adults in the building.
- Respect the rights of other learners to learn in a productive environment.
- Follow the school rules.
- Participate in class.
- Put forth their best effort to succeed.
- Solve problems peacefully.
- Speak up if they see others being treated unfairly.
- Honor different ways of learning, being, acting, and believing.

Equal Education Opportunity

In compliance with regulations of Title VII of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Civil Rights Act of 1987, and the American with Disabilities Act of 1991, the Farmington Board of Education has policies to ensure equal educational opportunities for all students at Irving A. Robbins Middle School.

Students have the right to participate fully in classroom instruction and extra-curricular activities regardless of age, sex, race, religion, national origin, color, handicapping conditions or sexual orientation or any reason not related to his/her individual capabilities.

All inquiries regarding the above policy statements including questions of grievance should be directed to the Principal.

Administration, Faculty & Staff

The following is a listing of the names of the adults who work here at IAR. We encourage you to take the time to get to know us and to contact us if you have any questions or concerns.

Administration

Mr. Scott Hurwitz, Principal
Ms. Nilda Irizarry, Assistant Principal

Main Office Staff

Ms. Heather Roy, Principal's Secretary
Ms. Deb Strong, Instructional Secretary
TBD, Clerical Aide

Head Teachers

Ms. Beth Praven
Mr. Jeff Manaresi

Custodial Staff

Mr. Randy Lindstrom, Head Custodian
Mr. Vincent Daniele
Mr. James Ponte
Mr. Mark Duquette
Ms. Iris Baez
Ms. Lorena Estrada
Mr. Mark Bernier

Security

Mr. Abraham Velez

Monitors

Mr. Bryan Field
Ms. Jennie Jean
Mr. Timothy Shone
Ms. Carolyn Whitney

Counseling & Social Work

Ms. Nicole Jeracka, Counselor
Ms. Allyson Mooney, Counselor
Ms. Laura Ramirez, Counselor
Ms. Melissa Robinson, Social Worker
Ms. Connie Mayette, Secretary

Nurse

Ms. Karen Edgar

Library

Ms. Alysson Olsen, Library Media Specialist
Ms. Christine Trzupsek, Library Clerk

Team-Based Faculty Grade 7

	<i>Team A</i>	<i>Team B</i>	<i>Team C</i>
<i>Language Arts</i>	Ms. Maureen Messier*	Ms. Elizabeth Smith*	Ms. Katie Case
<i>Social Studies</i>	Mr. Alex Schwartz	Mr. Dan Mikulak	Ms. Sophie Nuccio
<i>Math</i>	Ms. Katherine Katehis	Ms. Brenda Schaefer	Ms. Ashley Burke
<i>Science</i>	Ms. Cindy Wilbur	Mr. Mark DiBiasio	Ms. Nancy Stacy*
<i>World Languages</i>	Mr. Will Hook & Ms. Bailey Jeffko	Ms. Melissa Szykowny	Ms. Mary Brown
<i>Special Education</i>	Ms. Daryl Folz		Ms. Katie O'Brien
<i>Counselor</i>	Ms. Nicole Jeracka	Ms. Allyson Mooney	Ms. Laura Ramirez

(* indicates team leader)

Grade 8

	<i>Team D</i>	<i>Team E</i>	<i>Team G</i>
<i>Language Arts</i>	Ms. Bonnie Frascadore & Ms. Denise Lewis	Ms. Kathleen Brennan	Ms. Tricia Troxell*
<i>Social Studies</i>	Mr. Nathan Casarella	Mr. Evan Belisle	Ms. Jean Molloy Mr. Andrew Taylor
<i>Math</i>	Mr. James McNamara	Ms. Christine Bonini	Ms. Pamela Fielding
<i>Science</i>	Ms. Sharon Becker*	Ms. Beth Block	Ms. Kerry Visone
<i>World Language</i>	Mr. Alan Lizarraga	Ms. Amy Clark-Garcia*	Ms. Grisselle Aponte
<i>Special Education</i>	Ms. Beth Praven	Ms. Susan DiBiasio	Mr. Rob Perrone
<i>Counselor</i>	Ms. Nicole Jeracka	Ms. Allyson Mooney	Ms. Laura Ramirez

(* indicates team leader)

Other Faculty & Staff

Math

Ms. Kim Millar
Ms. Maira Rahman

Reading & Literacy

Ms. Deb Szabo
Ms. Denise Lewis
Ms. Michelle Tardif

Latin

Mr. Drew Warchut

Music

Mr. Carl Shugart – Orchestra
Ms. Karla McClain – Chorus
Ms. Patricia Maher – Band

Art

Ms. Leslie Flowers
Ms. Ann Trambert

Technology

Mr. Bret Hodorski

Physical Education & Health

Mr. Ryan Flaherty
Mr. Steve Jarvis
Mr. Jeffrey Manaresi
Ms. Amanda Roy

Applied Physics & Engineering

Mr. James Montagna
Mr. David Hart

Special Services

Ms. Jessica Burke – Special Ed. Teacher
Ms. Jennifer Cybert – Psychologist
Ms. Colleen Occhino – Speech & Language
Ms. Amy Haber – Spec. Ed. Teacher
Ms. Kathleen Wiegard - ESL Tutor
Ms. Ann Jurkiewicz – Paraprofessional
Ms. Brittany Shea – Paraprofessional
Ms. Jennifer Sherrill – Paraprofessional
Ms. Nicole Pittsley – Paraprofessional
Mr. Brian Harvey – Paraprofessional
Ms. Janice Maye – Paraprofessional
Mr. Andrew Taylor – Paraprofessional
Ms. Lee Perrault – Paraprofessional
Mr. Roland Taylor – Paraprofessional
Ms. Karen Horan-Silva – Paraprofessional
Mr. John Hutchison – Paraprofessional
Ms. Sharon Wackelin – Paraprofessional

Subject-Area Leaders

Applied Physics & Engineering	Mr. James Montagna
Athletics	Ms. Amanda Roy
Counseling	Ms. Laura Ramirez
Health	Ms. Amanda Roy
Language Arts	Ms. Bonnie Frascadore
Literacy	Ms. Michelle Tardif
Mathematics	Ms. Kim Millar
Music	Ms. Patricia Maher
Science	Ms. Cindy Wilbur
Social Studies	Ms. Jean Molloy
Special Education	Ms. Beth Praven
Technology	Mr. Bret Hodorski
World Language	Mr. Will Hook

Team Leaders

Team A	Ms. Maureen Messier
Team B	Ms. Elizabeth Smith
Team C	Ms. Nancy Stacy
Team D	Ms. Sharon Becker
Team E	Ms. Amy Clark-Garcia
Team G	Ms. Tricia Troxell
Specials	Ms. Amanda Roy

REGULAR DAILY SCHEDULE

HR/SSR/Advisory/Flex	7:48 - 8:22
Period 1	8:26 - 9:08
Period 2	9:12 - 9:54
Period 3	9:58 - 10:40
Period 4	10:44 - 11:26
Period 5	11:30 - 12:12
Period 6	12:16 - 12:58
Period 7	1:02 - 1:44
Period 8	1:48 - 2:30

Modified Schedules (no HR on these days)

1-Hour Delayed Opening

Period 1	8:48 – 9:29
Period 2	9:32 – 10:12
Period 3	10:15 – 10:55
Period 4	10:58 – 11:38
Period 5	11:41 – 12:21
Period 6	12:24 – 1:04
Period 7	1:07 – 1:47
Period 8	1:50 – 2:30

2-Hour Delayed Opening

Period 1	9:48 – 10:24
Period 2	10:28 – 11:00
Period 3	11:03 – 11:35
Period 4	11:38 – 12:10
Period 5	12:13 – 12:45
Period 6	12:48 – 1:20
Period 7	1:23 – 1:55
Period 8	1:58 – 2:30

90-Minute Delayed Opening

Period 1	9:18 – 9:57
Period 2	10:00 – 10:36
Period 3	10:39 – 11:15
Period 4	11:18 – 11:54
Period 5	11:57 – 12:33
Period 6	12:36 – 1:12
Period 7	1:15 – 1:51
Period 8	1:54 – 2:30

Early Dismissal (2 hours early)

Period 1	7:48 – 8:25
Period 2	8:28 – 9:00
Period 3	9:03 – 9:35
Period 4	9:38 – 10:10
Period 5	10:13 – 10:45
Period 6	10:48 – 11:20
Period 7	11:23 – 11:55
Period 8	11:58 – 12:30

IAR School-Wide Behavior Expectations

	Hallway	Bus	Cafeteria	Recess	Bathroom	Study Hall
Be Respectful	<ul style="list-style-type: none"> Recognize personal space and property of others. Treat fellow students and staff in a polite and positive manner. Use an inside voice. 	<ul style="list-style-type: none"> Be courteous to bus driver and monitor. Keep hands, feet, and objects to yourself. Respect property. Use appropriate language. Treat peers in a positive and polite way. 	<ul style="list-style-type: none"> Wait patiently in line. Be positive and polite. Use good table manners. Stay seated. Keep your voice at an appropriate level. 	<ul style="list-style-type: none"> Treat fellow students and staff members in a polite and positive manner. Use equipment appropriately. Follow directions. 	<ul style="list-style-type: none"> Give others their privacy. Use the bathroom only for its intended purpose. 	<ul style="list-style-type: none"> Treat fellow students and staff in a polite and positive manner. Be quiet so that others can work. Recognize the personal space and property of others. Keep your area neat and clean.
Be Responsible	<ul style="list-style-type: none"> Keep your locker area neat and clean. Pick up trash. Be considerate of others' space at lockers. Help others. Get your materials and proceed directly to class. 	<ul style="list-style-type: none"> Keep area clean. Report unsafe and inappropriate behaviors. 	<ul style="list-style-type: none"> Leave your lunch area as you found it or better. If you don't want your fruit, put it in the basket. Listen to and follow staff directions. 	<ul style="list-style-type: none"> Keep hands, feet and objects to yourself. Keep technology off and out of sight. When the whistle blows, come in quickly. 	<ul style="list-style-type: none"> Take care of school property. Use the bathroom during passing time or with a pass when necessary. Throw trash away. Flush appropriately. 	<ul style="list-style-type: none"> Bring enough homework and reading material to last the entire period. Bring a pass if you need to see another teacher. Follow teacher directions.
Be Resilient	<ul style="list-style-type: none"> Change behavior based on feedback. 	<ul style="list-style-type: none"> Change behavior based on feedback. Be flexible with seating arrangements and friends. 	<ul style="list-style-type: none"> Change behavior based on feedback. Handle disappointments maturely. 	<ul style="list-style-type: none"> Change behavior based on feedback. Be flexible with friends and activities. 		<ul style="list-style-type: none"> Change behavior based on feedback. Apply learning strategies to work efficiently.
Be Safe	<ul style="list-style-type: none"> Walk on the right side of the hallways. Lock your locker. Keep hands, feet, and objects to yourself. Walk to your destination. Leave room for others to pass. 	<ul style="list-style-type: none"> Walk quietly onto the bus. Stay seated and talk in a quiet voice. Face forward. Keep the aisles clear. Follow the driver's directions. 	<ul style="list-style-type: none"> Keep your hands, feet, and objects to yourself. Walk. One student per seat. 	<ul style="list-style-type: none"> Five people per bench. Dress appropriately for the weather. Stay within the stated boundaries. 	<ul style="list-style-type: none"> Be sanitary. Wash your hands with soap. 	<ul style="list-style-type: none"> Arrive to study hall on time. Sign out if you need to leave the room.

Follow dress code and electronics policy.

Section 2: Overview

This Student/Parent Handbook provides information about school rules and procedures as well as the most commonly referenced policies and regulations of the Farmington Board of Education. It does not provide complete policies or regulations, which are available by visiting www.fpsct.org and clicking on the “*Board of Education*” link. Any information contained in this Handbook may be superseded by such policies and regulations, and this Handbook is subject to revision at any time without notice. Changes to this handbook will be posted on the school website.

Section 3: School Procedures, Routines & Services

Contacting Faculty or Administration

We strongly welcome and support parent and guardian involvement in our school. We encourage parents and guardians to contact teachers and administrators to discuss any issues or concerns. To speak to a staff member, please call (860) 677-2683. To email, use that individual’s last name and first initial followed by “@fpsct.org” (for example, doej@fpsct.org).

For the 2018-19 school year, the principal, Mr. Scott Hurwitz, will be the 7th grade administrator, and the Assistant Principal, Ms. Nilda Irizarry, will be the 8th grade administrator.

Visitors

The Main Office is open from 7:30am to 4:00pm. Visitors must enter the building through the main entrance. Visitors must ring the bell and explain the reason for their visit prior to being admitted to the building. All visitors must report directly to the Main Office to sign in, must provide photo identification, and must wear a visitor’s badge at all times. Visitors who need to go to a classroom or other area outside the Main Office must be escorted by a staff member at all times. Visitors must return to the Main Office at the end of their visit to return the visitor’s badge and sign out.

Friday Folders

Every Friday the school sends IAR families an email with a link to important notices and information about the school, school-sponsored and community activities, events and programs. We encourage you to read this information and discuss it with your child.

Open House

Open house, which is held in September each year, provides an opportunity for parents and guardians to meet their child’s team of teachers and hear more about curricula and programs at IAR. Parents follow their child’s daily schedule in this “back to school” night format. More information will be sent in the Friday Folders.

Parent-Teacher Conferences

Conferences, which are held in the Fall, are an opportunity for parents and guardians to meet with their child’s teachers individually in five-minute conferences to discuss their child’s academic performance and progress. School will operate on an early-dismissal schedule each of the days when conferences are scheduled. More information will be sent in the Friday Folders.

Start of School

Students must be in school by 7:40 a.m. Students are expected to report to homeroom on time daily. Students with excessive tardies will receive disciplinary consequences.

- **Homeroom**

Homeroom is mandatory for all students. Students must be seated in their homerooms when the 7:48 bell rings. Homeroom consists of the morning opening exercises and either Independent Reading, Flex time, or Advisory:

Morning Opening Exercises

At the start of each school day, students who wish to observe a moment of silent meditation and have an opportunity to recite the Pledge of Allegiance are allowed to do so. These morning exercises may include playing a patriotic song, readings, student speakers, news reports, sharing experiences, announcements, planning the day's work, appropriate activities for special days, etc. For more information, please refer to Board policy number 6115, available on our website.

Independent Reading

Regular reading enriches one's life and is critical for success in school and careers. Independent Reading takes place approximately twice a week during homeroom, and all students are required to participate. This silent sustained reading program is an opportunity for students to strengthen their reading skills, develop positive reading habits, explore their own interests, and foster a love of pleasure reading. Students are held accountable for their reading through their core academic classes. This period is not a study hall. Students may read any paper or electronic book that is acceptable material to have in school and that meets the requirements established by core academic teacher overseeing the Independent Reading requirement for the month. Students who do not bring a book will be given one by their homeroom advisor. Comic books, magazines, catalogs, newspapers, and textbooks are not allowed during Independent Reading.

Advisory

Advisory takes place approximately every other week during homeroom. Generally, students spend Advisory with their homeroom teacher (the advisor), and all students are required to attend. The Advisory program helps to promote IAR's "3 R'S: *Respect, Responsibility, Resilience & Safety*" initiative and support the school's other mission and goals. Advisory lessons and activities are designed to enhance students' self-concept, integrity, and social skills. The lessons are designed to foster a positive school climate, to forge a greater sense of connection for students to the school community, and to promote civic awareness and pride.

Passing Periods & Bells

IAR follows a bell schedule. There is a 4-minute passing time between periods in order to allow students to move between classes and use the restroom. Students are expected to be seated at their assigned desks by the time the bell rings. Students must follow the locker-use schedules developed by their teams.

Ending the School Day

Students are dismissed from class at 2:30 p.m., at which time they gather their books and materials and report to the front of the building to board the buses. Buses depart IAR at approximately 2:40 p.m. Students designated as walkers may walk home upon leaving the building, but may not cross the bus loading or departure areas.

After-School Activities, Routines & Expectations

Students are welcome to stay after school for the following reasons:

- To get extra help or do make-up work with their teachers. Students must obtain approval to stay from their teachers before the end of the day; they may not look for a teacher after school to host them during the after-school period.
- To use the Library or Computer Lab (when open) up until 4:00 p.m.
- For a club, activity, or athletics.
- To serve a teacher or office detention.

Students staying after school may not go out to the bus area when classes end. Rather they should gather any materials they will need from their locker and wait outside the area of their after-school activity until the teacher or advisor arrives. Once the late bell sounds (2:35 p.m.), all students staying after school should be in a supervised activity. Students may not wander around the building or go to their lockers without a teacher-issued pass. **There are no after-school activities on Tuesdays** due to teacher meetings.

When After-School Activities Are Finished

After their activity, students must get a pass from their teacher or club advisor and move directly to the cafeteria to wait for parent pick-up or the late bus. Students without a pass must be escorted to the cafeteria by their teacher, coach, or club advisor. Students must wait there until their bus or ride arrives and may not wait on the sidewalk, patio, or parking lot. Monitors are on hand to supervise and assist students in the cafeteria until 4:00 p.m. All students must leave the building by late bus or parent pick-up by 4:00 p.m. Walkers must leave school promptly after finishing their activity. Students whose parents/guardians are late in picking them up may lose the privilege of staying after school.

Extra Help & Structured After-School Schedules

Teachers are available after school every day, except Tuesdays to provide extra help to students. Students experiencing academic difficulty are urged to meet with their teachers. Some students may be required to meet with their teachers after school from time to time. In some cases, students may be assigned to a mandatory after-school schedule to meet with their teachers on a regular basis.

Nurse

The Nurse's Office is located next to the Main Office at the top of the ramp. The nurse is available to assist students between 7:40 a.m. and 2:40 p.m. Students should feel comfortable accessing the nurse at any time, subject to the following guidelines:

- Students who are sick or who need to take medication must have a pass from the teacher whose class they will miss while in the Nurse's Office. Students are not admitted to the Nurse's Office without a pass, except in extreme and obvious emergencies.
- The bathroom in the nurse's office is for students who are there for specific health reasons or who have special permission from the nurse or an administrator.
- If the nurse is not in her office, students should report to the Main Office for assistance.

Counseling

IAR's counselors and social worker are located in the Counseling Center. They are available to help students with questions, concerns, or issues that arise during the year. Students should request a pass from their counselor or the counseling secretary before or after school. Generally, passes are assigned for study hall periods so students do not miss instruction. In some cases, teachers may permit students to go to the counseling office during other periods of the day, and counselors may call students out of class. In addition to counselors and the social worker, teachers, administrators, and the nurse are available to work with students experiencing sensitive and/or personal matters.

Library

Students are encouraged to use the school library. It is open from 7:40 a.m. to 7:48 a.m., throughout the day (students need passes), and from 2:30 p.m. to 3:10 p.m. every day except Tuesdays.

School Telephones

Students may use an office or classroom phone only with the permission of a teacher or staff member.

Cellphones & Electronic Devices

We believe that cell phones and other electronic devices have great potential to distract students from learning. Therefore, students may not use or carry cell phones, iPods, electronic games or other electronic devices during the school day. When students enter the building, they must remove headphones and turn off their devices and place them in their locker for the rest of the day. If a student is found in possession of such a device, the device will be confiscated and turned into the Main Office. For the first offense, the student may retrieve the device at the end of the school day after speaking to an administrator. If a student violates this rule a second time, a parent or guardian must come to the school to retrieve the device.

Vending Machines

Healthy snack and beverage machines are available for student use, but only before homeroom, during assigned lunch periods, and after school. All food and drink must be consumed in the cafeteria.

Lockers

Students are assigned both a hallway locker and a gym locker. *Students are expected to store their materials in their lockers, and students may not carry backpacks, book bags or purses with them throughout the day.* Lockers must be locked at all times with school-assigned locks. Any student losing a lock must purchase a replacement from the Main Office for \$5. Students should not share their lock combinations with other students. **The school does not assume responsibility for the loss of any student's personal property.** Students are advised not to bring large sums of money or personal property of substantial value to school. When such a situation is unavoidable, large sums of money or valuable property may be kept in the Main Office for a short period of time.

The use of lockers and other storage areas by students is a privilege. Lockers are not to be abused by kicking, slamming, or being forced open. At all times, they remain the property of the Farmington Public Schools. If the administration reasonably believes that a student is not maintaining a locker or other storage area in a sanitary condition, or that it contains items the possession of which violates the law or school rules, or that endangers the health, safety or welfare of the student or others, the administration has the right to open and examine the storage area and to seize any such items that are found. In addition, school administration may authorize law enforcement officials to search lockers or storage areas in accordance with Board Policy 5145, a copy of which is available online.

School Property, Textbooks & Equipment

All textbooks and school equipment are the property of the Farmington Public Schools and are to be preserved carefully. Students and their parents are responsible for the care of textbooks and other school equipment assigned to them. Students who abuse or lose school property will be charged for replacement. Unpaid charges will result in the withholding of report cards and, for Grade 8 students, ineligibility for year-end activities.

Lost & Found

The lost and found area is located just outside the cafeteria, near the custodians' office.

Student Visitors

Non-IAR 7th or 8th graders staying with IAR families may visit the school only with the prior approval of an administrator. Students requesting a visitor must present a note from the hosting IAR parent at least one week before the date of the requested visit. Students on Social Restriction or with significant disciplinary records may not have visitors. Student visitors are not allowed on the days preceding school breaks or during the month of June. Student visitors must follow all school rules.

Social Functions

Students must follow all school rules while attending any school-sponsored event or activity, whether or not the event or activity occurs on/off school grounds. Students must dress appropriately for all such events and activities. Any student who, without permission, leaves the building during such an event or activity will not be re-admitted without the approval of the administration and may be subject to disciplinary action.

Evacuations, Lockdowns & Emergencies

Evacuation drills are conducted regularly and may be held without prior notice. When the fire alarm sounds, students should stop whatever they are doing and file out of the building silently and in a safe, orderly manner. Students must follow the directions of any teacher or staff member and should move away from the building to their assigned waiting areas.

IAR conducts lockdown drills throughout the year. In the event a lockdown announcement is made, students must be completely silent and follow all directions from teachers, staff members and law enforcement personnel.

Skateboards, Rollerblades & Scooters

These items are not permitted at school or on the bus.

Student Records

Parents have the right to review all educational records directly related to their children or themselves. Requests for inspection must be in writing to the principal and will be honored within ten (10) days. Records include academic achievement records, attendance data, standardized test scores, health records, anecdotal reports of serious recurrent behavioral patterns, and diagnostic reading test results. If a principal refuses to honor a request to see or amend a student's record, parents may petition the Superintendent in writing for a hearing. If the findings of the hearing go against the parents' request, the parents have the right to include a statement in the student's record which states the reasons for disagreement with the decision to not honor the request. This statement becomes part of the student's permanent record. The Farmington Public Schools may release school records without the written consent of parents or guardians when such records have been requested by officials of another school district in which the student seeks to enroll.

Section 4: Attendance, Absences, Early Dismissal, Truancy & Tardiness

Attendance

Regular attendance at school is critical to students' success and is required by district policy and Connecticut law. This loss of classroom instructional time because of absences adversely impacts both student learning and academic success. Further it is not possible to replicate the classroom discussions and collaborative learning experiences for students who are not in school.

Notifying the School of Absences

If your child is absent from school, please call the Main Office at (860) 677-2683 as early in the day as possible. Students must bring any required documentation of their absence to the Main Office on the first day they return to school.

Absences Related to Vacations or Trips While School is in Session

We strongly discourage parents and guardians from taking students out of school for vacations or trips while school is in session. Thus we do not approve such vacations or other trips. Such absences cause students to miss important curriculum and instruction, collaborative work, tests and assignments that are essential for learning and academic success. Vacations and trips also serve to "deplete" students' first nine excused absences (see below for more information), thus requiring parents to provide written documentation from a physician for every subsequent illness-related absence in order for such absence to be considered excused. ***Work is not provided in advance for students who will be absent for vacations or trips while school is in session.***

Excused and Unexcused Absences

Whether an absence is deemed excused or unexcused is determined by state law and Board policy.

Excused Absences

1. A student's first nine (9) absences are considered excused when his or her parent or guardian submits appropriate written documentation to the school, or speaks to a school official, to explain the reason for and length of the absence.
2. For the tenth (10th) absence and all subsequent absences, a student's absence from school is considered excused only for the following reasons:
 - a. student illness (*Note: all such student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence*);
 - b. student's observance of a religious holiday;
 - c. funeral or death in the student's family, or other emergency beyond the control of the student's family;
 - d. mandated court appearances (documentation required);
 - e. the lack of transportation that is normally provided by a district other than the one the student attends; or
 - f. extraordinary educational opportunities pre-approved by building administrators and in accordance with Connecticut State Department of Education guidance.

Unexcused Absences

A student's absence from school is considered unexcused unless the absence:

1. meets the definition for an excused absence and the documentation requirements are satisfied; or
2. is the result of school or district disciplinary action.

Truancy

Under Connecticut law and Board policy, a "truant" is defined as any student who has four (4) unexcused absences in a month or ten (10) unexcused absences in a school year.

Parents or guardians of students who are truant must attend a meeting with school administrators to review the reasons for the truancy and resolve the truancy problem. Under state law and Board policy, if the parent or guardian fails to attend the meeting or otherwise cooperate in attempting to solve the truancy problem, the district will make a referral to court.

Early Dismissal

A student may be dismissed from school early only for one of the acceptable reasons for absence (see above). Staff members will not excuse any student from school early or into anyone's custody without the prior approval and knowledge of an administrator and provided the student brings a written note from his or her parent or guardian to the Main Office before 8:00 a.m. When a written note is not possible, students will be released only to their parent or guardian or to an individual specifically authorized by the parent or guardian. In such cases, the parent or person shall sign a release form provided by the Main Office. In case of student illness or other emergency necessitating early dismissal, the principal or his designee will notify the parent or guardian before dismissing the student. **Any adult picking up a student early from school must show photo identification in the Main Office.**

A parent or guardian must pick the student up in the Main Office and the student must sign out before leaving the building. If a student returns to school before the end of the school day, he or she must come to the Main Office with a parent or guardian to sign back in.

Tardiness to School

Students and their families should plan on arriving to school at 7:40am. This gives students sufficient time to organize themselves for the day. Students who are not in their homeroom by the 7:48 am bell are considered "tardy to school". Tardy students must report to the Main Office to sign in and must be accompanied by a parent or guardian. Students with excessive tardies, whether excused or unexcused, will receive disciplinary consequences.

Make-Up Homework Due to Absence. Parents may request homework for an absent student on the *second consecutive day* of an absence. Parents should contact the Main Office before 9:00 a.m. to give the staff enough time to notify teachers. Please do not call the school for assignments on the first day of an absence. Generally students have the same number of days to complete and turn in make-up work as they were absent (e.g., a student absent for three days has three days to make up the work). Students should also reference their team website for a list the daily homework assignments.

Required Attendance for Participation in After-School Activities. Students must attend school for at least four hours in order to participate in any school-sponsored activity or event that day or evening, unless due to special circumstances for which an administrator has granted approval. This applies to practice sessions, meetings, rehearsals, games, concerts and other performances, trips, and other activities.

Section 5: Arriving to & Departing from School

All students are expected to be in school at 7:40 a.m.

Walkers

Students who walk to school should plan on arriving at 7:40 a.m. Because there is no planned supervision of students before 7:40 a.m., students who arrive early remain the responsibility of their parents or guardians until that time. Students should enter the building near the Cafeteria and remain in the corridor outside the auditorium until the homeroom warning bell sounds.

Parent Drop-Off & Pick-Up

Students whose parents drop them off at school need to arrive at 7:40 a.m. They should not arrive before 7:40 a.m. Because there is no planned supervision of students before 7:40 a.m., students who arrive early remain the responsibility of their parents or guardians until that time. They must remain in the corridor outside of the auditorium until the homeroom warning bell sounds.

Parents should drop students off at the west end of the building near the cafeteria. Students should not be dropped off at the main entrance before 7:55 a.m. because some buses may arrive late. A study conducted by the Farmington Police Department and school administrators determined that the safety of children can be guaranteed only if student drop-offs at the main entrance are restricted before 7:55 a.m. This policy is enforced by official town traffic signs and police patrols.

Parents who pick their students up after school should do so in the parking lot near the cafeteria. Students who stay after school must wait in the cafeteria under the supervision of a monitor until they are picked up. All students must be picked up by 4:00 p.m. Students whose parents/guardians are late in picking them up may lose the privilege of staying after school.

Buses & Bus Stops

Riding the school bus is a privilege, not a right. Students may lose their bus privileges for violating bus or school rules. Bus ridership is conditioned on students following all bus rules and acting appropriately and respectfully at all times. All school rules apply on the bus and at the bus stop. Any conduct on a bus or at a bus stop that interferes with the safety or comfort of other students or that distracts the driver will not be tolerated. All students must respect the bus driver and follow his or her directions at all times. Students also must demonstrate respect to each other.

Bus Expectations

Be Respectful:

- Be courteous to the bus driver and monitor.
- Keep hands, feet, and objects to yourself.
- Respect property.
- Use appropriate language.
- Treat peers in a positive and polite way.

Be Responsible:

- Keep area clean.
- Report unsafe and inappropriate behaviors.

Be Resilient:

- Change behavior based on feedback.
- Be flexible with seating arrangements and friends.

Be Safe:

- Walk quietly onto the bus.
- Stay seated and talk in a quiet voice.
- Face forward.
- Keep the aisles clear.
- Follow the driver's directions.

Bus or Walking Passes

Students may ride only their assigned buses. **Any student wishing to ride a bus other than his or her assigned one must bring to the Main Office before noon written permission from a parent or guardian indicating the desired bus number and the desired drop-off location.** The student *may* receive a bus pass to ride the different bus on that day; provided, however, that permission will be denied if buses are filled or if the desired drop-off location is not a customary bus stop. Bus passes may not be issued on certain days due to the volume of requests. Students who usually ride a bus, but who wish to walk home or to a friend's house after school, must bring to the Main Office a note from a parent or guardian indicating the permission to walk to a specific destination.

Section 6: Student Academic Expectations & Practices

FRAMEWORK FOR TEACHING AND LEARNING

The Framework for Teaching and Learning articulates Farmington’s core principles of learning, as well as the instructional expectations we have for teachers and the learning expectations we have for students. Because the Framework represents the means by which all students can achieve the Vision of the Farmington Graduate, it is important that students understand their responsibilities as learners.

Principle #1: ACTIVE LEARNING COMMUNITY

Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.

Students...

- Establish and reflect on classroom and small group norms for respectful behavior and effective communication
- Participate actively in discussions and collaborative tasks
- Speak and write clearly to communicate with others
- Exchange meaningful and constructive feedback
- Clarify ideas by asking questions, listening to others
- Investigate and appreciate multiple points of view
- Share their work publicly and engage in dialogue about process and product

Principle #2: CHALLENGING EXPECTATIONS

Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.

Students...

- Ask questions to clarify expectations and learning goals
- Use and maintain organizational systems to support academic achievement
- Persist in the face of challenging learning tasks
- Evaluate and revise work using rubrics, models, and feedback
- Overcome obstacles to understanding by seeking teacher or peer support
- Seek new resources and strategies for learning

Principle #3: MEANINGFUL KNOWLEDGE

Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.

Students...

- Look for connections between what they are learning and what they already know
- Articulate the purpose of their learning to themselves and others
- Transfer learning skills and knowledge from one context to another
- Recognize bias, values and beliefs and understand their impact on knowledge
- Access, analyze and create data to understand conceptual ideas
- Support thinking with clear, logical and relevant evidence

Principle #4: PURPOSEFUL ENGAGEMENT

Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.

Students...

- Actively seek answers to their own questions and explore their interests
- Hypothesize, analyze, question, and evaluate ideas within the work of the discipline
- Accept opportunities to assume partnership and leadership roles in the classroom
- Take initiative to bring interesting ideas and resources into the classroom community
- Think critically and use reasoning skills to develop understanding
- Think creatively and use problem solving skills to develop innovative ideas

Principle #5: INDIVIDUAL RESPONSIBILITY

Students learn best when they make choices about and take responsibility for their own learning goals and progress.

Students...

- Evaluate the quality of their performances / work products
- Set learning goals and reflect on progress
- Learn from their own mistakes and develop new strategies
- Advocate for themselves by asking for help when needed
- Learn to become self-directed to make choices that match interests and learning needs
- Assume responsibility for good work habits
- Develop leadership skills in areas of interest

GRADING & GRADE REPORTING

Core Belief

At IAR, we believe all students can achieve and succeed at high levels as demonstrated through student-centered assessment practices.

Purpose of Grades

Grades communicate a student's level of mastery relative to the current expectations. Students' academic grades are based on what they know and can demonstrate on summative assessments that are aligned to critical standards. Student progress is communicated to parents through PowerSchool, trimester report cards, informal notices, and parent-teacher conferences. Parents and guardians are encouraged to communicate with their child's teachers or school counselor whenever they have any questions or concerns. All forms of feedback (including grades) are used to adjust instruction and learning, to inform interventions, and to prompt extensions of learning.

Practice, Preview & Preparation Work

Practice, Preview, and Preparation work, also known as homework and classwork, is required of students and is a key factor in their academic growth. This work provides students an opportunity to reinforce concepts, practice skills, and/or prepare for upcoming lessons. Therefore, students are expected to complete this Practice, Preview, and Preparation work to the best of their ability. Although this work is essential, it is not factored into a student's academic grade, but is reported out on the Learner Expectation section of the report card (see below). Students should expect work to complete at home on daily basis in each major content area. Board policy recommends total homework for middle-school students of between 1½ and 2 hours daily. Typically, a student's homework for each class will not require more than thirty minutes to complete.

With regard to Practice, Preview, and Preparation work, we expect all students to:

1. complete all work to the best of their ability, according to directions, and turn in assignments on time.
2. demonstrate initiative, responsibility, and self-direction. "Initiative" means beginning and following through with a plan of action or a task, "responsibility" means having certain duties or obligations and being accountable for anything that happens or goes wrong, and "self-direction" means determining what is necessary to complete tasks thoroughly and on time.
3. organize their schedules so as to budget their time effectively.
4. apply study skills/strategies to aid in the completion of their work.
5. take the responsibility to make up any missing work within the allowed time.
6. take advantage of opportunities provided by the school to access materials and resources needed.
7. seek clarification and/or extra help with any assignment which they feel they cannot successfully complete.

Team Website

Teachers post their assignments everyday on the school's website. To access the Team Website, go to www.fpsct.org and click on "Schools" and "Irving A. Robbins Middle School." Scroll down to the "Teams" link on the left side of the page and click on the appropriate team.

PowerSchool

The PowerSchool portal allows parents and guardians to check their child's academic progress in each class at any time. We encourage parents and guardians to check PowerSchool on a regular basis and use it to have a conversation with their child about his or her academic performance. Students also assigned PowerSchool access codes so they may check their grades at any time.

Report Cards

Report cards are emailed to parents / guardians three times a year at the close of each trimester. There are four major components to the report card:

Critical standards

Teachers issue a separate grade indicating the student's level of mastery of key knowledge and skills in a subject relative to current standards. These are determined by a body of evidence collected during the trimester. We expect understanding to develop over time and thus provide students with multiple and varied opportunities to demonstrate mastery of knowledge and skills. Critical standards grades can be located in PowerSchool. **Letter Grade ranges correspond to the following standards grade as follows:**

Standards Grade: Knowledge & Skills Assessed

E = Exceeds expectations related to the standard at this time.
 M = Meets expectations related to the standard at this time.
 N = Near expectations related to the standard at this time.
 B = Below expectations related to the standard at this time.
 L = Lacking sufficient evidence to determine progress at this time.

Exceeds	A to A+
Meets	B- to A
Near Standard	C- to C
Below Standard	D
Lacking Evidence	F

Overall Letter Grades

These represent the overall performance of the student on assessments completed during the trimester. All teachers will provide students with their department's numerical grading scale and retake policy in the opening weeks of school.

Overall Letter Grade			
A+	97-99	D+	67-69
A	93-96	D	63-66
A-	90-92	D-	60-62
B+	87-89	F	Below 60 (Failing)
B	83-86	I	Incomplete
B-	80-82	M	Medical
C+	77-79	S	Satisfactory
C	73-76	S+	Satisfactory Plus
C-	70-72	S-	Satisfactory Minus
		U	Unsatisfactory

Learner Expectations

Learner Expectations assess habits of success that enable students to be self-directed, respectful members of the classroom community. Students are expected to engage in class discussions, to demonstrate academic responsibility, to collaborate with peers, and to persist in the face of challenges. Learner Expectations are essential skills that enable students to be successful learners, but they do not reflect achievement in and of themselves. As such, they are not used to determine levels of mastery in specific content areas and are not factored into the course grade.

LEARNER EXPECTATIONS	
Expectation	Indicators
<i>Demonstrates respectful behavior</i>	<ul style="list-style-type: none"> Treats adults and peers in a polite and positive manner Follows class norms and teacher directions Respects school property and the property of others
<i>Demonstrates academic responsibility</i>	<ul style="list-style-type: none"> Arrives prepared for learning Submits homework and assignments in a timely manner
<i>Collaborates well with others</i>	<ul style="list-style-type: none"> Participates in group dialogue and discussion Asks questions and listens to the ideas of others Contributes to the success of the group

<i>Persists in developing quality work</i>	<ul style="list-style-type: none"> • Uses rubrics and exemplars to self-assess • Seeks and uses feedback • Sets goals and works toward improvement • Continues to work hard in the face of challenge
Key: <i>1 = Student demonstrates expectation independently and consistently.</i> <i>2 = Student demonstrates expectation with some teacher support.</i> <i>3 = Student needs significant teacher support to demonstrate expectation.</i>	

Sample Report Card

A student's report card for the third trimester might look like this for Mathematics:

Mathematics – Pre-Algebra 7	T3
Letter Grade	B+
Learner Expectations	
Demonstrates respectful behavior	1
Demonstrates academic responsibility	1
Collaborates well with others	1
Persists in developing quality work	1

Projects

Teachers develop projects to extend and assess student learning of important knowledge and skills. These projects are intended to promote critical thinking and creativity as well as individual responsibility, project and time management, and organization. Projects should meet the following criteria:

- They must have a meaningful connection to required content.
- They must be designed so that minimal, if any, parent involvement is necessary.
- Due dates must not overlap within five class days on any team. A reasonable number of projects per term per team will be assigned.
- If the project includes a visual component, it must be used as a substantive teaching tool for an intended audience or purpose. Visual components should be graded on workmanship and depth of understanding of concepts, not artistry.
- Materials and resources required to complete the project would not represent a significant expenditure of money.
- Students will receive a complete description of the grading criteria and general expectations for the project when it is assigned. Teachers will include an appropriate amount of scaffolding, modeling, “chunking” of work and will establish checkpoints to help all students achieve success.
- Parents will be informed when projects are assigned. As projects are initiated, teachers will send a letter home to parents. Parents are expected to review the details in the letter with their child and, if requested, sign and return it to the teacher promptly. Teachers will monitor and enforce the return of the signoff slips.

Study Halls

Study halls are for serious studying or reading. Students assigned to study hall must come prepared to use their time wisely. The rules governing study halls will be determined and presented by study hall teachers, and students are expected to cooperate fully. Students are allowed to leave a study hall with a pass signed by a teacher stating the student's specific destination. Students excused for the entire study period must present a pass to the study hall teacher at the beginning of the period. Study hall teachers write passes only for the lavatory, Main Office, nurse, a locker, or in rare cases, the school counselor.

Required Academic Testing

Each fall all students are given the Degrees of Reading Power Test (DRP) for the purpose of monitoring reading performance over time. Each spring all students are required to take the Smarter Balanced Assessment (SBA) tests which assess student performance and progress with respect to literacy and mathematics. Grade 8 students also take the Next Generation Science Standards (NGSS) in the spring. It is important that all students give their best effort on these tests. Student results on tests may determine future course selections and placement.

Academic Support Process

The Academic Support Process is designed to identify and support students failing two or more core courses in a trimester. “Failing” means receiving a letter grade of F or a “below standard” in all knowledge and skills areas in the subject. This process is intended to increase students’ sense of individual responsibility and accountability while continuing to encourage their involvement and engagement in class and school. A team consisting of the student’s homeroom advisor, counselor and administrator meet with the student and, in some cases, his or her parents or guardians, to discuss the student’s performance and develop an improvement plan. Homeroom advisors and counselors will monitor students’ progress in following the plan. Follow-up meetings will be held to review progress and, if necessary, revise the plan. Students may be required to stay after school to receive extra help from teachers and in certain cases may be restricted from participating in after-school activities or athletics.

Participation in Activities

Students with grades of F or “below standard,” or who otherwise are missing significant amounts of work, may be restricted from participating activities such as class trips, dances, picnics, and assemblies. Students may be required to complete all missing assignments, show adequate performance on assessments, and satisfy all school debts in order to be eligible to participate in these activities.

Promotion & Retention

Student promotion is dependent on each student’s mastery and acquisition of the learning standards. Normally, students will progress annually from grade to grade. Students who fail to master basic learning standards will be provided remediation by the teaching staff during the school year and their parents will be notified of such. If remediation efforts fail to result in mastery of the learning standards, retention will be considered. Decisions will be the responsibility of the teaching staff and principal, after prior notification and discussions with parents. The final decisions rest with the principal in accordance with regulations established by the superintendent. For more information, please refer to Board policy 5123(a) and regulation 5123, available on our website.

Recognition of Student Achievement

Each trimester, teams recognize students for their achievement in formats that are developed by teams. These may include team assemblies, certificates, or other symbols and prizes. IAR adheres to a philosophy of meaningful recognition for students that are inspirational and motivational without being competitive in nature. Therefore, we do not have a formal “Honor Roll” system.

Summer School

Students may be required to successfully complete summer school as a condition of being promoted to the next grade level.

Section 7: Acceptable Use of Electronic Communications

The Farmington Public Schools provides access to electronic communication systems for students and employees. The purpose of these systems is to increase the effectiveness of the delivery of educational services. Electronic communication systems (hereinafter the “systems”) include, but are not limited to, computers, facsimile machines, electronic mail, voice mail, and network access technology through the school district’s electronic network to various information services including the Internet and other online services. In order to maximize the benefits of these systems to the Farmington Public Schools, employees and students, the following regulations shall govern use of the system.

Privacy

Network storage areas and all electronic communications may be reviewed by system administrators to maintain system integrity and to ensure that students and employees are using the systems in a manner consistent with this policy and regulations. The administration reserves the right to periodically monitor, access and audit any information stored or transmitted over these systems with or without notice to employees or students, consistent with applicable law. Information stored, processed or copied on these systems is not confidential. Passwords and access codes are designed to provide systems security from unauthorized users.

Inappropriate Materials or Language

All systems users shall refrain from sending any form of harassing, threatening or intimidating message at any time to any person. System users shall not attempt to access materials which condone the commission of unlawful acts, advocate or condone violence or discrimination towards other people, (i.e. hate literature, cyberbullying), or are pornographic in nature.

Illegal Copying

Systems users shall not download or install any commercial software, shareware or freeware into network drives or disks unless they have written permission from the designated network administrator. No one shall copy other people’s work or trespass in others’ files.

Confidentiality

Sending any message or information that violates the Farmington Public Schools confidentiality requirements or the confidentiality of student or employee information is prohibited.

Vandalism

Students shall not engage in vandalism while using the services offered through the systems. Vandalism is defined as any malicious attempt to harm or destroy the state of another user, damage the computer equipment or the Internet or other networks. This includes, but is not limited to, creating and/or uploading computer viruses or any attempt to change or modify the systems or by-pass a password protected area of the network.

Complaints or Problems of Misuse

Students who receive any harassing, threatening or intimidating electronic communications shall report and provide a copy, if available, of threatening material to a school administrator as soon as possible. No student should be expected to tolerate such treatment, regardless of the identity of the sender of the message.

Disciplinary Action

Any user violating these provisions, applicable State and Federal laws, or posted classroom or systems rules is subject to loss of network privileges and other disciplinary options, up to and including expulsion for students.

Revocation of Permission to Use Systems

The use of the systems is a privilege, not a right, and may be revoked if abused. School administrators will make the final determination as to what constitutes acceptable use, within the meaning of regulations, and the penalties for violators. Violators will be held liable for all costs incurred for intentional damages to the systems.

Student Email Accounts

All IAR students have a school email account (ending in *.fpsct.org*) allowing them to access a variety of communication and collaboration tools and Naviance. This email account is the property of the Farmington Public Schools and may be used only for work connected to school and to communicate with teachers and administrators. It may not be used for any other purpose. In addition, teachers and administrators will accept emails from students only if they are sent from school email accounts. This is not a private email account, and school officials may view emails through this account at any time without notice. Student use of school email account is covered by the Acceptable Use of Electronic Communications policy as well as other school rules, including those found in the Student Behavioral Expectations and Practices section of this handbook.

Section 8: Student Behavioral Expectations & Practices

Common Code of Conduct to Promote a Positive Climate for Learning in the Farmington Public Schools

Beliefs

- I. We believe that all members of the Farmington School Community shall be valued as individuals who have a right to respect and personal acceptance.
- II. We believe that the school community must foster and protect the personal safety and security of all of its members through specific policies and the enforcement of school regulations. We believe that whenever possible the disciplinary process should be educative. However, acts of aggression, threats, and intimidation will continue to result in swift consequences.
- III. We believe that the use of language in a school helps define its culture. The school community finds unacceptable the use of offensive, disrespectful, and vulgar language or gestures or symbols because it interferes with the constructive relationships of its members and detracts from the quality of the learning environment.
- IV. We believe that our students must accept responsibility for their actions, and for developing a healthy life-style and respect for school rules and the law. We believe that parents, teachers, and other adults must work together to support children throughout their development in order to help them to acquire the attitudes and behaviors of responsible citizens.
- V. We believe that teachers, administrators, and staff must model appropriate behaviors for the students entrusted to their care.

Professional Expectations

- We expect that teachers, administrators, and support staff consistently maintain the high standards for student behavior, in classrooms, hallways, cafeterias, and at school functions which are established for the Farmington Schools.
- We expect that the professional staff will collaborate with parents to support the success of every student in developing the attitudes and behaviors of responsible citizenship.
- We expect that professional staff will instruct students explicitly in the behavioral standards and expectations.
- We expect that staff members will evaluate the effectiveness of school practices which promote the achievement of the community values embedded in these beliefs.

Positive Behavioral Interventions & Supports (PBIS)

IAR is a PBIS school. PBIS, which stands for Positive Behavioral Interventions and Supports, is a framework to teach our students the positive behaviors we expect them to demonstrate throughout the school and on the bus. These expectations, which are taught through advisory and other lessons, are organized around four themes: *Be Respectful*, *Be Responsible*, *Be Resilient*, and *Be Safe*. We have developed a system to reinforce and recognize these common school-wide expectations. We want students to understand that following our common school-wide behavioral expectations will help them to succeed academically and to have positive social interactions with others. See page 12 for our school-wide behavioral expectations.

Student Dress & Appearance

Students' overall appearance should fall within the generally accepted definitions of neatness and cleanliness. Students are expected to dress and groom themselves for the business of school so as to not distract others, disrupt the educational process, or pose a health or safety threat to anyone. Clothing should be clean and free from promotion of, or reference to, drugs, alcohol and tobacco, and offensive or inappropriate words, signs or symbols. Clothing should be free of slogans, names, titles or references that are harassing or infringe upon the rights of any person group, or that are likely to be disruptive.

Students must wear appropriate footwear and undergarments at all times. At no time will "extreme" dress be tolerated. Students may not wear any clothing that is distracting or excessively revealing or that shows bare midriffs. Students may not wear excessively short shorts or skirts or bathing suits. Shorts and skirts should reach at least to the student's fingertips. Undergarments must remain covered by clothing at all times. Hats, hoods, and sunglasses may not be worn by students in the building, unless approved as part of a school-sponsored activity. Students may not wear outerwear such as coats or jackets when inside the building.

Students whose dress or grooming is determined by an administrator, teacher or staff member be inappropriate, distracting, disruptive, or dangerous will be required to change clothes, and repeat offenders will be subject to discipline. Parents and guardians may be required to come to school with a change of clothes.

Cafeteria Expectations

The cafeteria is one of the busiest areas in the school. In order to maintain safety, comfort and cleanliness there, students must adhere the following expectations:

Be Respectful:

- Wait patiently in line.
- Be positive and polite.
- Use good table manners.
- Stay seated.
- Keep your voice at an appropriate level.

Be Responsible:

- Leave your lunch area as you found it or better.
- If you don't want your fruit, put it in the basket.
- Listen to and follow staff directions.

Be Resilient:

- Change behavior based on feedback.
- Handle disappointments maturely.

Be Safe:

- Keep your hands, feet, and objects to yourself.
- Walk.
- One student per seat.

Student may bring to school only beverages that are in sealed paper cartons or in clear or lightly-tinted plastic bottles. Bottles should be no bigger than 20 ounces and may not have sports-bottle squirt tops. No beverages in metal or glass containers should be brought to school.

The lunch period includes time for students to relax and socialize outside on the patio, the blacktop, walking trail or athletic fields. All students are expected to go outside after lunch if the weather is cooperative. Students should bring warm clothing to lunch in colder weather to wear outside. Students are permitted to bring one snack item outdoors after lunch, provided they must properly dispose of any packaging. Beverages may not be brought outside.

Student Behavior & Discipline

All members of the IAR community contribute to our school's climate and culture. It is our goal to maintain a safe, productive learning environment in which all students demonstrate the 3 R's: *Respect, Responsibility and Resilience*.

Students may be disciplined for behavior that is inappropriate or disrespectful, whether that behavior occurs in class, in the hallway, in the cafeteria, outside the building, on a bus or at the bus stop, during a field trip or other school-sponsored event or activity outside the school.

Classroom misbehavior is addressed by classroom teachers according to school, team, and classroom rules. When teacher intervention fails to eliminate undesirable student behavior, when student misbehavior is extremely serious, or when misbehavior occurs outside of the classroom and is noted by a staff member who is not the student's regular teacher, then the matter typically is referred to an administrator.

Student behavior during field trips and other school-sponsored activities outside the school is expected to be consistent with behavior required in school. Students who do not consistently maintain expected behaviors in school may be denied the opportunity to attend field trips or other out-of-school activities. Teachers may establish behavior criteria which students must meet before they are eligible to participate in such activities.

Behavior Consequences for Students

Consequences for student misconduct are most effective when they logically connect to the offense, are delivered in a timely manner, and require the student to reflect on his or her behavior and develop a plan for improvement. Students are supported to learn from their mistakes and demonstrate improved respectful behaviors so that multiple offenses do not occur. Students with multiple offenses may be given increasingly more severe consequences. The following are examples of some consequences assigned to students who violate school rules:

Teacher-Assigned Detentions

Teachers may assign detentions to students who act inappropriately in class or who violate classroom rules. These detentions are held in the teacher's classroom and typically run from 2:40 p.m. to 3:15 p.m., unless the teacher determines the student should serve detention for a longer period of time up to 4:00 p.m.

Office Detentions

Administrators may assign detentions to students who act inappropriately outside of class or who violate school rules. After-school detentions are supervised by a teacher or monitor. Office detentions run from 2:40 p.m. to 4:00 p.m.

General Expectations for Detentions

Students are expected to stay for teacher and office detentions on the same day they are assigned. Students may call their parents to let them know they are staying late and to make transportation arrangements. If a student does not stay on the same day, he or she is required to present a written excuse from his or her parent or guardian the next day and to stay for detention on that next day. Failure to provide an excuse will result in additional consequences. Parents should not excuse their child from serving detentions for an extended period of time. If there are unusual circumstances, parents or guardians must speak to an administrator.

Time Out

Students who disrupt the learning of other students may be sent out of class for the duration of the class period. These students also may face additional consequences such as a teacher or office detention.

Lunch Detention

Students who act inappropriately in the cafeteria may be assigned to lunch detention. These students must take their lunch to the main office and remain there for the duration of their lunch period.

Student Self-Reflection Form

Students assigned to an office or lunch detention are required to complete a self-reflection form and have it signed by a parent or guardian. Students must return the form to the Main Office the next school day, and it will be reviewed by an administrator. Students are expected to complete this form thoughtfully and carefully.

Social Restriction

In certain cases students may be restricted from morning socializing time at lockers or homeroom, in the cafeteria, and/or in after-school activities.

Ineligibility for Activities & Events

Students who violate school rules may be prohibited from participating in specific activities and events such as dances, the class picnic and class trip.

Suspensions

Students may be assigned an in-school or out-of-school suspension whenever an administrator deems the offense sufficiently serious or when the student continues to misbehave after having been warned by an administrator. An administrator will notify parents by telephone and by letter of any suspension. Suspended students may not participate in after-school activities or events during the period of their suspension.

- **Out-of-School Suspension**

A student who is suspended out of school will be required to leave the school grounds immediately, and parents or guardians will be asked to pick him or her up from school. Student suspended out of school may receive homework on the *second* day of the suspension, are given makeup class work when they return to school, and are allowed to make up all tests and quizzes. They are expected to participate in a re-entry meeting with their administrator and their parent or guardian on their first day back to school.

- **In-School Suspension**

Students assigned to in-school suspension spend the day in the Main Office or at another location in the building where they will complete schoolwork. Students must report to the Main Office upon arrival at school and will not have lunch in the cafeteria. They may not stay after school either on the day they were assigned the suspension or on the days they serve it.

Expulsion

Serious violations of school rules may result in expulsion, a process in which the Board of Education prohibits a student from attending school for an extended period of time.

Referral to Law Enforcement Authorities

Students who violate school rules may, in addition to school discipline, be subject to referral to the Farmington Police if their actions also violate the law.

Teacher Intervention

The teacher's responsibility is to maintain a positive environment that allows all students to learn. Teachers have the authority to address behaviors that interfere with the learning of other students or that demonstrate a lack of respect for the rights of others. Teachers will address the issue and provide appropriate consequences, including a warning, a lunch restriction, or a teacher detention after school. Teachers may refer any student who continues to violate school rules to an administrator for additional follow-up.

Tardiness to School

Students who are tardy to school should bring a signed note from a parent to the Main Office. They will receive a pass to class. Students who are repeatedly tardy to school will be assigned a detention.

Tardiness to Class

Students are expected to arrive to class on time. They must be in their assigned seats and ready to learn when the bell rings. Late students must have a pass from a staff member; those who arrive late without a pass will be admitted to class but will be subject to consequences.

Leaving Class

Students may not leave class without the permission of the teacher or staff member.

Hallway Conduct

Students must behave appropriately in the hallways at all times. Students should move promptly and directly to their next class so that they arrive in class on time. Loitering, running, horseplay and other physical contact, loud noise, and other disruptive or dangerous behaviors are prohibited.

Disrespectful Behavior

Students are expected to address school staff in a courteous and respectful manner at all times. Staff members will address students who talk back, refuse to follow instructions and/or are disrespectful or disruptive.

Gum, Candy & Other Food Outside the Cafeteria

Food may be consumed only in those areas designated for eating. Food may be eaten in the building only during assigned lunch periods or snack periods, or when special permission is given such as during homeroom. Students are not permitted to chew gum in the school building or on school grounds.

Inappropriate Behavior

Inappropriate behavior is any behavior that prevents teachers from teaching, students from learning, or individuals from feeling safe and free from harassment. Inappropriate behaviors include, but are not limited to, running, mocking, teasing, horseplay, or any other behavior that interferes with learning, safety or well-being.

Loitering After School

Students staying after school must be in their after-school activity by the time the 2:40 bell rings.

Cell Phones, Electronic Equipment & Filming

Students may not have cell phones, music players, electronic games, pagers, digital cameras, recorders or other electronic devices in their possession during the school day. Laser pointers are not allowed in school at all. In no case will any personal communication device that provides for a wireless, unfiltered connection to the internet or which has the capacity to take photographs or videos of any kind be used without the permission of a teacher or administrator. Electronic devices that are confiscated by teachers will be turned in to the Main Office.

Lying & Forgery

Lying and forgery are serious offenses. Students are expected to obtain valid signatures from their parents or guardians for any permission, registration, attendance, health or other form that requires a parent or guardian signature. If a student is found to have falsified a signature, an attendance note, or a school form or document, or has made any deliberate false statement, he or she will be subject to appropriate disciplinary consequences.

Cheating

Maintaining academic integrity is a student's responsibility; therefore all students are expected to meet the district's high standards regarding scholarship and personal integrity. Specifically, students must not cheat or otherwise attempt to gain an unfair advantage on tests, quizzes, or assignments through dishonest methods. Examples of acts that constitute cheating include, but are not limited to:

- sharing student work that should be individually produced
- using crib notes during assessments
- sharing information about an assessment with other students who have not yet completed it
- obtaining or passing copies of or information about test, quizzes, or other assignments
- providing answers to another student, whether verbally, electronically or in writing
- stealing or copying another student's answers, homework, notes, or course materials

Use of electronic devices in a testing environment is expressly forbidden. Students engaging in cheating are subject to disciplinary consequences.

Plagiarism

Maintaining academic integrity is a student's responsibility; therefore, all students are expected to meet the district's high standards in scholarship and personal integrity without plagiarizing the work of others. Acts by a student that constitute plagiarism include intentionally or unintentionally:

- presenting another person's work as his or her own
- using direct quotes, paraphrases and specific ideas of another person without explicit citation
- obtaining and submitting work from the Internet as his or her own
- supplying his or her work to another student
- inventing counterfeiting sources
- purchasing or copying pre-written papers, etc.

Students engaging in plagiarism are subject to disciplinary consequences.

Water Bottles

Students may bring water in clear or lightly tinted plastic bottles into team classrooms. Bottles should be no bigger than 20 ounces and may not have sports-bottle squirt tops. Water bottles are for personal use only and may not be shared. Other drinks are prohibited except at lunch. Water purchased at lunch may be brought back to the team classrooms but may not be consumed in the hallways or other non-team areas. Please recycle all disposable bottles in bins provided.

Other

Other rules and violations will be treated accordingly.

Office Referrals

Students who engage in any of the following activities will be referred to an administrator and their parents or guardians may be contacted.

Skipping Class

This means not attending any period in which a student is expected to be present, including core and specials classes, study hall and lunch.

Gambling

Students may not engage in any type of gambling, including betting on sports pools, playing poker, or participating in unauthorized raffles.

Leaving School Grounds

Students may not leave the building or grounds during the school day unless the Main Office has been first notified by a parent or guardian who then must accompany the student off the grounds. Students who leave the school grounds after school may not later return to the building or board the buses.

Bullying

The Farmington Public Schools are committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. The Farmington Board of Education has developed a district-wide Safe School Climate Plan, a full copy of which is available at www.fpsct.org or upon request to the Main Office.

Prohibition Against Bullying & Retaliation

The Farmington Public Schools prohibit:

- any form of bullying behavior on school grounds; at any school-sponsored or school-related activity, function or program, whether on or off school grounds; at any school bus stop; on any school bus or other school vehicle; or through the use of any electronic device provided by the school;
- any form of bullying behavior outside of school if such bullying (1) creates a hostile environment at school for the student against whom the bullying was directed, (2) infringes at school on the rights of the student against whom the bullying was directed, or (3) substantially disrupts the education process or the orderly operation of the school; and
- discrimination and/or retaliation against any individual who reports or assists in the investigation of any act of bullying.

Students who engage in bullying behavior (or in discrimination or retaliation as described above) are subject to appropriate school consequences, up to and including suspension or expulsion, in accordance with the district's Safe School Climate Plan, other Board policies and regulations, and applicable law. In addition, school administrators will notify appropriate law enforcement officers of any act of bullying that they believe constitutes a criminal offense.

Definitions of Bullying & Cyberbullying

"Bullying" means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending any Farmington Public School that:

- causes physical or emotional harm to the other student or damage to his or her property;
- places the other student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- creates a hostile environment at school for the other student (i.e., when the bullying is so severe or pervasive as to alter the conditions of the school climate);
- infringes on the rights of the other student at school; or
- substantially disrupts the education process or the orderly operation of a school.

Bullying includes, but is not limited to, any communication, act or gesture described above that is based on a student's actual or perceived race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or his/her association with another individual or group who has or is perceived to have such a characteristic.

"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other electronic device, or any electronic or digital communications.

Reporting Complaints of Bullying

- **Written Reports.** Students and their parents/guardians may file written reports of bullying with any building administrator or school counselor. Written reports of bullying should be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. All bullying reports are forwarded to the school's administration for review and investigation.
- **Anonymous Reports.** Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In such a case, an administrator (or his/her designee) will meet with the student (if his/her identity is known) to review the request for anonymity and discuss how maintaining anonymity may impact the investigation and possible actions to remedy the situation. Administrators will review all anonymous complaints and take reasonable action to address the situation without disclosing the source of the complaint and consistent with the due process rights of student(s) alleged to have committed acts of bullying. No disciplinary action is taken solely on the basis of an anonymous complaint.

Stealing

Those who willfully take or hide the property of others without permission will be referred to the Main Office. In some cases administrators may notify the police.

Harrassment

No student shall suffer the indignities of harassment due to race, religion, social class, gender, ethnicity, or sexual orientation. Any harassment that jeopardizes a student's right to the enjoyment of and/or access to his or her educational experience will be addressed by administrators. In some cases, harassment may constitute an act of bullying and will be treated as such.

Sexual Harrassment

Sexual harassment is prohibited. It is defined as:

- unwelcome sexual advances or requests for sexual favors,
- other offensive verbal or physical conduct that is sexual in nature,
- the display or circulation of written materials or pictures degrading to a gender, or
- any conduct of a sexual nature that has the purpose or effect of substantially interfering with an individual's school performance or of creating an intimidating, hostile, or offensive school environment.

Students who believe they have been subject to sexual harassment should report the incident immediately to their teacher, counselor or administrator. All complaints will be investigated promptly in accordance with Board policy and regulations. Anyone found to have engaged in sexual harassment will be subject to disciplinary action, up to and including expulsion from school or referral to legal authorities for prosecution, as judged appropriate on a case-by-case basis. In some cases, sexual harassment may constitute an act of bullying and will be treated as such.

Threatening

A threat is any oral or written statement or act that reasonably can be expected to create fear or apprehension in another person. Any form of threat, including spoken words, written notes, or electronic communication, is prohibited. In some cases, a threat may constitute an act of bullying and will be treated as such.

Vandalism

Vandalism is the willful destruction, defacing, or otherwise damaging of someone else's property. Among other consequences, students involved in any acts of vandalism will be required to make full restitution for the repair or replacement of all damaged property, which upon such payment, remains the property of the original owner.

Assault

Assault is a premeditated or spontaneous act that causes injury or harm to another student or staff member. In some cases, assault may constitute an act of bullying and will be treated as such.

Fighting

Fighting is a serious offense that can jeopardize the safety of students and staff. Students are expected to prevent a fight by walking away from any confrontation or assault immediately and notifying a staff member. Students may reasonably defend themselves only to get away from an assault or confrontation. They may not engage in any action that in any way escalates a fight or confrontation.

Extortion

Extortion means using force or threats to obtain money, property or favors from others.

Hazing

Hazing, harassment, intimidation or any act that harms, degrades, or disgraces another person will not be tolerated. In some cases, such conduct may constitute an act of bullying and will be treated as such.

Trespassing

Unauthorized presence on the school grounds while school is not in session is considered trespassing. Students are not to be on the school premises after regular school hours without permission. Unsupervised after-school activities are not allowed in any area of the school. Additionally, students are not allowed on school grounds or to attend school-sponsored activities while serving a suspension or expulsion.

Insubordination

When a student is given a specific directive by a staff member, he or she is expected to respond in a positive and respectful manner and comply with the directive promptly. A student is considered insubordinate when he or she refuses to follow or comply with the directions given by a staff member.

Building Access

Students may travel in the building only with a pass issued by a teacher or staff member. They may not roam around the building or be in any part of the building or grounds unsupervised.

Truancy

A “truant” is defined as a student, ages five through eighteen, who has four or more unexcused absences in one month, or ten or more unexcused absences in one school year. Truant students are subject to disciplinary consequences and may be referred to court and/or retained in their current grade.

Alcohol & Drugs

In recognition of the potential dangers to the health and welfare of members of the school community, and to the educational process itself, arising from alcohol and/or substance use and abuse, IAR shall be drug free. The use, sale, distribution or possession of controlled drugs, controlled substances or drug paraphernalia, or alcohol on or off school property or during any school-sponsored event or activity is prohibited. In cases involving student possession, distribution, sale or use of such substances, our policy is to take positive action through education, counseling, discipline, parental involvement, medical referral, and law enforcement referral, as appropriate.

Consequences for the Use, Sale, Distribution or Possession of Controlled Drugs, Controlled Substances or Alcohol:

- Any student in the Farmington Public Schools using, possessing, manufacturing, distributing, selling or aiding in the procurement of controlled drugs, controlled substances, drug paraphernalia or alcohol either on or off school property, or at a school-sponsored activity is subject to discipline up to and including expulsion pursuant to the Board's student discipline policy.
- Students found to be in violation of this policy may be referred by an administrator to an appropriate agency licensed to assess and treat drug and alcohol involved individuals. In such event, assessment and treatment costs will be the responsibility of the parent or guardian.
- A meeting may be scheduled with the Pupil Services Team for the purpose of discussing the school's drug and alcohol policy with the student and parent or guardian.
- Law enforcement officials may be contacted by an administrator in the case of suspected involvement in the use, sale or distribution of controlled drugs, controlled substances, drug paraphernalia or alcohol.

Smoking & Tobacco

Students may not smoke or otherwise use or possess tobacco, pipes, e-cigarettes, vaporizers or other paraphernalia at school, on the bus, at the bus stop, or at any school-sponsored event or activity.

Matches & Lighters

Student may not possess matches, lighters or other incendiary devices at school, on the bus, at the bus stop, or at any school-sponsored event or activity.

Weapons & Dangerous Instruments

In the interest of the safety and welfare of all students and school personnel, no student or other person may possess, carry or use any type of firearm, deadly weapon, dangerous instrument, federal weapon, electronic defense weapon, martial arts weapon or any other type of weapon while on or in school property, grounds, buildings, vehicles and buses or while at school-sponsored events, whether on or off school property, or while off school property if the off-campus conduct seriously disrupts the education process. Police officers, however, may carry weapons in the performance of their duty. For the purpose of this policy, the following words shall have the following meanings:

- **Dangerous Instrument** – Any instrument, article or substance which, under the circumstances in which it is used or attempted to be used, is capable of causing death or serious physical injury. Even such things as rubber bands with paperclips or other projectiles are considered dangerous instruments.
- **Deadly Weapon** – Any weapon, whether loaded or unloaded, from which a shot may be discharged or fired, or switchblade knife, gravity knife, billy, blackjack bludgeon or metal knuckles.
- **Electronic Defense Weapons** – Any weapons or devices which are capable of immobilizing a person temporarily by an electronic impulse or current, but which is not capable of causing death or serious physical injury.
- **Federal Weapon** – Any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of any explosive, the frame or receiver of any such weapon; a muffler or a silencer, or any destructive device (any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade or similar device, or any weapon other than a shotgun, or shotgun shell particularly suited for sporting purposes) that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore of more than one-half inch in diameter.
- **Firearm** – Any sawed-off shotgun, machine gun, rifle, revolver or other weapon capable of discharging or firing a shot, whether loaded or unloaded.

- **Martial Arts Weapon** – Martial arts weapon includes, but is not limited to, nunchaku, kama, kasir-fundo, octagon sai, tonfa or Chinese star.

Possession and/or use of any other type of weapon or dangerous instrument by a student will lead to disciplinary action, up to and including expulsion from the school system. It shall be the policy of the Board to expel a student for one full calendar year if the Board finds that the student possessed, carried or used a deadly weapon or firearm or federal weapon in violation of this policy. The Board may modify the period of such a mandatory expulsion on a case-by-case basis.

In the context of a planned educational activity, firearms, deadly weapons, dangerous instruments, electronic defense weapons, martial arts weapons, federal weapons and other weapons may be brought to school premises or property or to school sponsored activities provided that:

- all laws and regulations governing the transportation and carrying of such objects are complied with,
- written permission is obtained from the principal prior to bringing the object onto school property and premises and when the object is removed from school property or premises, and
- except when used in the educational activity itself, the object is to be secured or cased at all times when it is on school property or premises. **The Superintendent's office must be informed, in writing, by the Principal prior to the event (who must receive a written request by the adult who requests such a planned event).**

Other

Other rules violations will be treated accordingly.

Police Involvement

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. An attempt will be made to notify the student's parents when the student is interviewed by police.
2. Students will be questioned as confidentially and inconspicuously as possible.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined above are observed.

- **Students as Suspects**

When police are called to school to investigate or handle a situation in which a student is suspected of breaking the law, the school will notify the student's parents or guardians so they may be present during the questioning. Typically, however, the police choose to question student-suspects at their home or at the police station, rather than at school.

- **Students as Complainants or Witnesses**

Administrators or their designee will notify parents or guardians when we intend to have the police question their child as a complainant or as a witness in case involving a possible violation of law. In some cases, when parents cannot be reached, we will allow police to talk with students and will speak to parents after the fact. If parents are contacted ahead and wish to be present, we will accommodate them within a reasonable time frame. If the police wish to speak with a student complainant or witness outside of school and the parent has expressed a desire to be present, we will communicate this to the officer. However, if parents ask for an inordinate delay we may not grant it, emphasizing that their children are not suspects. In all cases, however, we do not allow the police to question any student who is a complainant or witness without a student advocate (usually an administrator, counselor or social worker) present.

Section 9: Student Activities & Athletics

Activities

Students are encouraged to become involved in extra- and co-curricular activities at IAR such as Student Council, dramatics, newspaper, yearbook, and various clubs and sports. Each fall a full listing of clubs and activities is announced to students and sent home in the Friday Folders.

Required Attendance for Participation in After-School Activities

Students must attend school for at least four hours in order to participate in any school-sponsored activity or event that day or evening, unless due to special circumstances for which an administrator has granted approval. This applies to practice sessions, meetings, rehearsals, games, concerts and other performances, trips, and other activities.

Student Council Officers – Eligibility

Grade 8 students are eligible to serve as Student Council officers. Students are elected to the officer position. In order to be eligible to stand for election, a Grade 8 student must:

1. demonstrate appropriate *Learner Responsibilities* as indicated on his or her report card (i.e., scores of 1's and 2's).
2. maintain grades that, in the opinion of his or her teachers, are consistent with his or her ability.
3. meet other criteria that may be established and communicated.

More information, including detailed eligibility criteria, is distributed by the Student Council advisors in September.

Irving A. Robbins Middle School
ATHLETIC PROGRAMS POLICY
(1/99)

Program Rationale

According to research, an exclusively intramural athletic program is currently the most prevalent program approach nationally for middle school students. The most frequent reasons given for this approach are:

1. Intramural programs by nature are most compatible with the broad exploratory education implemented in most middle schools.
2. Physical developmental ranges amongst early adolescents are so wide that controlled intramurals present a safer and more developmentally sound experience (students are not pressured to be as competitive in their performance of skills).
3. Studies show that the retention of students in intramural programs is much greater than in competitive interscholastic programs (students persist for a much longer time).
4. Intramurals are much more cost effective. The student to coach ratio is higher, and transportation, officiating, and equipment costs are lower, making it possible to provide quality intramural programming for many more students.

Program Description

The school offers a variety of sports activities which are organized and managed by the school's Athletic Director and supported by qualified adult coaches.

Intramural Athletics

These include all IAR students who wish to participate in competitions among teams made up of IAR students. Participation is not limited because of skill level. Intramural athletics blend some skill instruction and practice with a higher percentage of game play activity. Many intramurals finish the season with a tournament or playoff at which school champions are determined.

Extramural/Interscholastic Athletics

These include all students who wish to participate, and provide students with opportunities to engage in friendly competition with students from other schools that share the same intramural/extramural program philosophy. Because of these extended opportunities, numbers of days in attendance may be a condition for extramural participation.

Physical Exams

Students playing extramural sports must have an annual physical examination before they may participate in a practice session for the first sport of each year. The yellow Sports Participation Health Record or the blue State of Connecticut Physical Exam Form must be fully completed by the doctor and parent/guardian for the student to be eligible to participate. The school nurse maintains a list of students who have fulfilled this requirement.

Eligibility for Practice & Games

Sports activities are held informally between 2:40 p.m. and 3:15 p.m. daily. Formal practices begin after 3:15 p.m. to allow students to attend extra help, use the Library, etc. without missing practice. Students serving teacher detentions or attending extra help sessions can join their usual afternoon activities right after their detention or help session. Students who are with teachers beyond 3:15 p.m. as part of longer detentions or extended help are unable to participate in athletics and should report to the cafeteria after they are dismissed by their teachers. Students involved in after-school activities may not be excused from teacher or office detentions. Students on Social Restriction or academic probation may not participate in after-school sports or activities. Any student who fails to participate in Physical Education class may not participate in after-school athletic programs on the same day.

Information About Athletics

Information about specific athletic activities is communicated through Physical Education classes. In addition, a Student Activities Bulletin that includes information about after-school activities, events, clubs and sports is sent to all homeroom advisors to share with students. These bulletins also are sent home in the weekly Friday Folder.

Participation Fee

Students participating in any IAR athletics program will be assessed a “pay-to-participate” fee. The fee is \$75 for extramural sports per season. There are three sessions of athletics per year.