

Ellen Fletcher Middle School

Student Handbook 2025/2026



Fletcher Students and Staff
have Tiger PRIDE

Perseverance **R**esponsibility **I**nclusion
Diversity **E**quity



Fletcher Students & Staff have Tiger PRIDE

Perseverance

We remain committed to overcome our challenges. We can do hard things!

Responsibility / Restoration

We take ownership of our choices and actions and seek to restore and maintain connections.

Inclusion

We make sure everyone knows they belong in our school community.

Diversity

We celebrate the strength in our differences.

Equity

We ensure everyone has what they need to be successful.

Palo Alto Unified School District

SCHOOL YEAR CALENDAR FOR 2025-2026

JULY 2025							Important Dates							JANUARY 2026 18 Days							
S	M	T	W	T	F	S	Aug 12	K-5 Teacher Work Day Staff Development Day 6-12						S	M	T	W	T	F	S	
		1	2	3	LH	5	Aug 14	First Day of School						4	K-5 SD	6-12 W	6	7	8	9	10
6	7	8	9	10	11	12	Oct 20	First Day of Full-Day Kindergarten						11	12	13	14	15	16	17	
13	14	15	16	17	18	19	Jan 5	6-12 Teacher Work Day K-5 Staff Development						18	H	20	21	22	23	24	
20	21	22	23	24	25	26	Jan 6	Students Return to School						25	26	27	28	29	30	31	
27	28	29	30	31			Jun 4	Early Release/Last Day of School						FEBRUARY 2026 18 days							
AUGUST 2025 12 days							No School Days							FEBRUARY 2026 18 days							
S	M	T	W	T	F	S	Sept 1	Labor Day						S	M	T	W	T	F	S	
					1	2	Oct 3	Staff Development Day						1	2	3	4	5	6	7	
3	4	5	6	7	8	9	Nov 11	Veterans' Day						8	9	10	11	12	LH	14	
10	DD	9-12 SD	K-5 WD	14	15	16	Nov 24-28	Thanksgiving Break						15	H	17	18	19	20	21	
17	18	19	20	21	22	23	Dec 22 - Jan 5	Winter Break						22	23	24	25	26	27	28	
24 31	25	26	27	28	29	30	Jan 19	Martin Luther King Jr. Day						MARCH 2026 20 days							
SEPTEMBER 2025 21 days							Minimum Days							MARCH 2026 20 days							
S	M	T	W	T	F	S	Aug 29, Oct 31, Nov 21, Dec 19, April 3, and June 4	S	M	T	W	T	F	S							
	H	2	3	4	5	6	Oct 17	End of 1 st Quarter						1	2	3	4	5	6	7	
7	8	9	10	11	12	13	Nov 14	End of 1 st Trimester						8	LH	SD	11	12	13	14	
14	15	16	17	18	19	20	Dec 19	End of 1 st Semester 84 days - secondary						15	16	17	18	19	20	21	
21	22	23	24	25	26	27	Feb 6	End of 2 nd Quarter						22	23	24	25	26	27	28	
28	29	30					Mar 13	End of 2 nd Trimester						29	30	31					
OCTOBER 2025 22 days							Quarters/Semesters							APRIL 2026 17 days							
S	M	T	W	T	F	S	Mar 13	End of 3 rd Quarter						S	M	T	W	T	F	S	
					SD	4	Jun 4	End of 2 nd Semester 96 days - secondary						1				1	2	3	4
5	6	7	8	9	10	11	Oct 17	End of 3 rd Trimester						5	LH	LH	LH	LH	LH	LH	11
12	13	14	15	16	17	18	Nov 14	End of 4 th Quarter						12	13	14	15	16	17	18	
19	K	21	22	23	24	25	Dec 19	All Schools Minimum Day						19	20	21	22	23	24	25	
26	27	28	29	30	31		Feb 6	Last day of School & Minimum Day						26	27	28	29	30			
NOVEMBER 2025 14 days							Legend							MAY 2026 19 days							
S	M	T	W	T	F	S	H	Federal/State Holiday						S	M	T	W	T	F	S	
						1	LH	Local Holiday						3	4	5	6	7	8	9	
2	3	4	5	6	7	8	DD	District Day						10	11	12	13	14	15	16	
9	10	H	12	13	14	15	WD	Teacher Work Day						17	18	19	20	21	22	23	
16	17	18	19	20	21	22	SD	Staff Professional Development Day						24	25	26	27	28	29	30	
23 30	LH	LH	LH	H	LH	29	All Schools Minimum Day	24	25	26	27	28	29	30							
DECEMBER 2025 15 days							K	First Day of Full-Day Kindergarten						JUNE 2026 4 days							
S	M	T	W	T	F	S															
	1	2	3	4	5	6	S	M	T	W	T	F	S								
7	8	9	10	11	12	13	1	2	3	4	WD	6									
14	15	16	17	18	19	20	7	8	9	10	11	12	13								
21	LH	LH	H	LH	LH	27	14	15	16	17	18	19	20								
28	LH	LH	LH				21	22	23	24	25	26	27								
							28	29	30												

Ellen Fletcher Middle School Student Handbook 25/26

Name _____



Ellen Fletcher Middle School
655 Arastradero Road
Palo Alto, CA 94306
(650) 856-9810

Fletcher Mission Statement:

Fletcher Middle School is an inclusive community of students, families, and educators engaged in achieving high academic and social standards with respect for diversity in a positive school climate.

Fletcher Sustainability Mission:

Fletcher's Sustainability for All program creates opportunities for students to explore ways that they can take equitable action to promote a flourishing environment in which people and living things access healthy food, clean air, and safe water.

Melissa Howell – Principal, 6th Grade Admin
(mhowell@pausd.org)

Jacob Havey – Assistant Principal, 7th Grade Admin
(jhavey@pausd.org)

Kevin Rouse – Assistant Principal, 8th Grade Admin
(krouse@pausd.org)

<u>Online source</u>	<u>Username and password</u>
<p><u>Fletcher Library Schoology Course</u></p> <ul style="list-style-type: none"> ● Library dates ● Library programming <ul style="list-style-type: none"> ○ Short Story Dispenser contests, Book-a-Thon, seasonal contests, etc. ● Guest authors ● Special visitors <ul style="list-style-type: none"> ○ Palo Alto City Library 	<p>Access through your ClassLink account</p>
<p><u>Fletcher Library Catalog</u></p> <ul style="list-style-type: none"> ● Search for titles/authors/etc. ● Click on genre tabs to find books by genre ● Check your library account and place books on reserve 	<p>Access through your ClassLink account; Library Resource Folder</p>
<p><u>Sora</u></p> <ul style="list-style-type: none"> ● eBooks ● audiobooks 	<p>Access through your ClassLink account; Library Resource Folder</p> <ul style="list-style-type: none"> ● Choose Palo Alto USD (Middle School)
<p><u>NoodleTools</u></p> <ul style="list-style-type: none"> ● citations, works' cited, notecards 	<p>Access through your ClassLink account; Library Resource Folder</p>
<p><u>PAUSD Databases/Encyclopedias</u></p> <ul style="list-style-type: none"> ● EBSCO Host ● Sirs Discoverer ● World Book ● Britannica 	<p>Access through your ClassLink account; Library Resource Folder</p>
<p><u>Brain Pop</u></p> <ul style="list-style-type: none"> ● Educational videos, games & more 	<p>Access through your ClassLink account; Library Resource Folder</p>
<p>Palo Alto City Library Databases including <i>Biography in Context</i>, <i>Opposing Viewpoints</i>, and <i>Science in Context</i>, <i>History Resource Center</i>, and more</p>	<p>Access through your ClassLink account; Library Resource Folder</p> <p>Use your PAUSD <i>library #</i> (on your student ID card) and your PIN (1234)</p>

RESOLUTION NO. 2019-20.23 PALO ALTO UNIFIED SCHOOL DISTRICT
RESOLUTION DENOUNCING RACISM, AND SUPPORTING
EQUITY, SAFETY AND WELL-BEING OF BLACK PEOPLE

WHEREAS, the Palo Alto Unified School District (PAUSD) desires to provide a physically and social-emotionally safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board of Education prohibits, at any district school or school activity, racial discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, immigration status, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics;

WHEREAS, we value and teach equity, diversity and inclusion. The PAUSD Promise elevates goals of equity, and we actively teach our students conflict resolution, to communicate their own feelings of injustice without prejudice, and to be upstanders in their community.

WHEREAS, we believe that silence and inaction perpetuate injustice, bias, and racism.

WHEREAS, recent events in the United States remind us that hundreds of years of prejudices, injustices, and inequalities are embedded in our societies, from social structures to institutions to cultures to individuals. Decades of civil rights legislation and education have not obliterated racism, and its breadth has a negative impact on the safety, health, and well-being of Black individuals, families, and communities.

WHEREAS, it has been documented that the COVID-19 pandemic has taken an inequitable and disproportionate physical, mental, and financial toll on Black and Brown communities.

WHEREAS, the systemic inequities in our nation have again been exposed and our hearts are heavy as we all witness a succession of killings of Black individuals by government entities that validates generations of Black voices expressing this overarching inability to protect themselves, their families, and communities.

WHEREAS, ensuing events derive from an accumulation of desperation in the Black community reflects the hopelessness for equal access to constitutional protections and rights for themselves, their families, and communities, WHEREAS, Black community members continue to report that they regularly experience microaggressions, racial profiling, hate incidents, and racial bias in all systems they encounter, including our school district;

WHEREAS, we recognize that discrimination, bias, and racist

incidents negatively affect the mental health and in turn the academic outcomes of Black students.

WHEREAS, we recognize that there are employees and students who have felt harmed and who want the Board to take immediate action.

WHEREAS, despite a long record of extensive interventions to promote successful outcomes for all students, an equity gap still exists among PAUSD students, most notably Black and Brown students.

As protests surge in our local community and beyond, the PAUSD Board wishes to affirm its commitment to the well-being and safety of Black community members and let them know they are not alone.

1. PAUSD denounces discrimination, racism, and sentiments against Black people. We will not tolerate racist treatment of any members of our community, and we will speak out against racism and systemic oppression in our society to help stop the spread of bigotry.

2. PAUSD joins cities, counties, and states across the country in affirming its commitment to the safety and well-being of our Black community and in combating hate crimes and biases in our government systems.

3. PAUSD will increase its efforts to provide a safe and welcoming school environment for all students, working with the City of Palo Alto, Stanford University, community non-profits, and other government agencies.

4. PAUSD will confront the biases in our own school district and actively engage in the challenging work of dismantling the problematic practices that are limiting the opportunities for our Black and Brown students.

PASSED AND ADOPTED THIS 9th day of June 2020 at a meeting of the Board of Education of the Palo Alto Unified School District, by the following vote:

AYES: NOES: ABSENT: ABSTAINED:

I, Don Austin, Secretary of the Governing Board of the Palo Alto Unified School District, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Board at a meeting thereof held at its regular place of meeting on the date shown above and by the vote above stated.

Secretary of the Board of Education

Student Tech Agreement:

All Students and parents acknowledge and sign the Student Tech Agreement

Fletcher Technology Expectations

Use of PAUSD's technology resources is a privilege that the District extends to students in order to support and enrich their learning experiences. In return for the privilege of using school devices and networks, students are expected to take good care of them and use them responsibly.

Families will sign the bottom of this form to indicate they understand and will follow this expectation.

Taking care of school devices and equipment:

- Students are expected to bring their district-issued device to school fully charged each day.
- Chromebooks, chargers, and other tools for learning are expensive. Students must take care not to damage them, accidentally or otherwise.
- Students who damage their devices will be asked to provide a donation towards repair or replacement.
- At Fletcher, students are not allowed to use devices outdoors during Brunch and Lunch times. Students may use their devices indoors (in Fletcher classrooms and in the Fletcher Library.)

Using devices responsibly:

Students are provided access to PAUSD technology primarily for educational purposes. This device is a district owned and student loaned device. Students should not use district technology for personal activities that violate school policy or law. These include but are not limited to:

- Engaging in any activity that is harmful to other student(s), including cyberbullying.
- Accessing any Social Media platforms (e.g., Discord, SnapChat, Tiktok, etc.) during instructional time, unless approved by a teacher.
- Playing games during instructional time, unless approved by a teacher.
- Downloading music, images, videos, or other content in violation of licensing requirements, copyright, or other intellectual property rights.
- Installing software, extensions, applications, etc., on district equipment without the permission of a teacher.

- Downloading, viewing, or sharing inappropriate content, including pornographic, defamatory, or otherwise offensive material.
- Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- Using hacking tools on the network or intentionally introducing malicious code into the District’s network.
- Using any software or proxy service to obscure either the student’s IP address or the sites that the student visits.
- Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering, or other security measures.
- Conducting for-profit business

Consequences

Breaking any part of this agreement could lead to:

- Limited technology privileges
 - Limited access to applications on a device.
 - Switching to paper and pencil activities.
 - Checking computers in and out everyday with a staff member.
 - Lesser quality replacement devices. Replacement devices depend on availability; they will likely not be new devices.
- Restorative Activities
 - School staff meeting with the student and the student’s family.
 - Making amends to those harmed.
 - Completing an online course on an appropriate topic.
- Formal Consequences
 - Suspension
 - Note that schools are forced to report any and all illegal activity that involves a school device or network.
- And others as determined by the circumstances.

(Student) I hereby acknowledge that I have read and understand these expectations. I promise to follow this agreement.

Student Signature: _____ Date: _____

Student Name (printed): _____

(Parent) I hereby acknowledge that I have read and discussed these expectations with my child. If I need help to provide a donation to replace or repair a damaged device, I will contact my child’s Grade Level Administrator.

Parent Signature: _____ Date: _____

Parent Name (printed): _____

Full PAUSD technology policy available at:

<https://go.boarddocs.com/ca/pausd/Board.nsf/goto?open&id=BLNSXQ72EA7C>

Academic Honesty Policy

Goals: The primary goals of any educational institution are to enhance the learning environment and promote the pursuit of intellectual excellence. The Palo Alto Board of Education believes that the public school should reinforce the value of our democratic society, teach citizenship and provide an environment conducive to ethical behavior. Our school community believes that the school should maintain a climate in which honesty, courtesy, consideration, integrity and concern for others are highly valued.

Definition: Cheating is taking or lending at inappropriate times a person's work, information, ideas, research or documentation without properly identifying the originator, including digital copies. Students may not misrepresent someone else's work as their own. The teacher's professional judgment will determine whether cheating has occurred.

Cheating is an obstacle to achieving academic, personal and community goals. Cheating will not be tolerated under any circumstance. The teaching staff expects that students put the importance of learning above the importance of grades and that they are to perform at the best of their ability.

Consequences: When a student has been found cheating, the following consequences may be followed. Continued cheating may be treated as defiance of school authority as addressed in the Discipline Plan. Parents and pupils have the right to request a meeting with a school administrator according to Section 48904 of the California Education Code, if it is felt that due process has not been followed.

Consequences:

NOTE: The following chart contains common examples and is not all inclusive:

Examples may include....	1 st Offense	2 nd Offense	3 rd Offense
<p>Look at another's paper during a test.</p> <p>Talk to another student during a test.</p> <p>Use cheat notes. Let someone see his or her paper during a test.</p> <p>Copy other's work or allow your work to be copied.</p> <p>Copy from not cited sources as one's own.</p> <p>Give test information to others.</p> <p>Submit individual projects not wholly their own, or w/out citation.</p> <p>Fabricate or alter written, computerized, or lab data.</p> <p>Forging a signature</p> <p>Use a cellphone or electronic device to capture or share information.</p> <p>Sharing homework.</p> <p>Use of AI or Apps</p>	<p>Teacher notifies the student, parent, and counselor.</p> <p>The teacher may make an admin. referral.</p> <p>Students may receive additional consequences depending on the gravity of the situation.</p>	<p>Teacher notifies, parent and counselor.</p> <p>The teacher will make an admin referral.</p> <p>Meeting is held with student, parent(s), teacher, counselor and principal.</p> <p>Consequences may include, but are not limited to, loss of privilege at next social event, detention and or suspension.</p>	<p>Teacher makes and admin referral.</p> <p>Meeting is held with student, parent(s) and school officials.</p> <p>At the teacher's discretion, a student's grade for the semester may be lowered by one letter grade.</p> <p>There may be additional consequences including suspension.</p>

Academic Information:

Fletcher Student Handbook: This is a spiral notebook issued to students at the beginning of school. This notebook is very helpful, as it includes items such as daily schedules, yearly calendar, student expectations, and a school map. Teachers use this notebook to help students work on organizational skills.

Homework BP 6154: Homework should have a positive impact on student learning and is defined as the assigned learning activities that students work on outside of the classroom. The purpose of homework is to provide students an opportunity to practice, reinforce and apply previously taught skills and acquired knowledge and prepare for future lessons, and is directly tied to classroom instruction. Assignments should have a clear purpose and be designed for completion within a reasonable time frame. Completing homework is the responsibility of the student. Parents can play a supportive role through monitoring, encouraging students' efforts and providing a conducive learning environment.

Homework should be designed to:

- Deepen understanding and encourage a love of learning.
- Reflect individual student needs, learning styles, social-emotional health, and abilities in order for students to complete their homework.
- Provide timely feedback for students regarding their learning.
- Include clear instructions and performance expectations so students can complete the work independently.
- Be assigned in reasonable amounts that can be completed within a reasonable time frame.
- Provide teachers with feedback to inform instruction.

Effective homework practices do not place an undue burden on students. The Board recognizes the value of extracurricular activities, unstructured time and adequate sleep for a student's success in school.

The Winter break is intended to be a time that is free from schoolwork for students and staff. There should be no expectations on the part of students or staff that schoolwork is done over this period. No assignments should be given over the Winter break, and

any long-term assignments given before Winter break should not be due during the first week back from the break.

The Superintendent or designee shall ensure that each school site develops an effective homework plan in accordance with Board policy and administrative regulations.

This policy and its associated administrative regulation shall be included in all school handbooks and secondary school course catalogs, as well as distributed on district and school websites.

Make up Work

Students who miss schoolwork because of an excused absence shall be given the opportunity to complete all assignments and tests that can reasonably be provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205 – Absences and Excuses). Students who miss schoolwork because of unexcused absences may be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

AR 6154

If weekend homework is deemed necessary, the average cumulative amount of work required should not exceed a regular day's assignment.

Students may choose to use weekends for review, voluntary work, or completion of make-up assignments. Project-based assignments may be assigned as homework; however, these tasks should not require group meetings outside of class, significant assistance from parents or costly materials. Teachers should monitor and be mindful of logistical challenges of group assignments outside the classroom.

The Winter break is intended to be time that is free from schoolwork for students and staff. There should be not expectations on the part of students or staff that schoolwork is done over this period. No

assignments should be given over the Winter break, and any long-term assignments given before Winter break should not be due during the first week back from break.

With the exception of Advanced Placement classes, homework should not be required over the summer months. Homework will not be assigned before or during the review days at the high schools which precede semester finals. Besides Winter break, any homework given over school holidays should not exceed the homework given on a typical evening.

Students may choose, as a time management strategy, to allocate break time to work on assignments and projects. This should not be seen as the teacher assigning homework, but as the student employing a valid time management technique.

Homework grading practices should encourage learning and use positive motivation to promote completion of the homework. Teachers should employ homework grading practices that avoid punitive treatment of late homework, and make allowances when circumstances affect a student's ability to complete the work on time.

Excused Health Absences

Students with excused health absences are allowed to make up any assignments, quizzes, or tests missed during the absence. For short absences, students are encouraged to contact another student in the same class, refer to their assignment sheets, Infinite Campus, Schoology, their student handbook, or email the teacher. (Teachers distribute their preferred protocol at the opening of school and at Back to School Night.) Students have a one-day extension for every day missed. Students cannot be expected to do homework when they are ill: however, it is in their best interest to make up the work as quickly as possible when they return so they do not fall further behind.

Homework for Middle School Grades

1. At the middle school grades, homework should primarily consist of reading, practice and application of key skills and concepts, application of writing skills, preparation for future classes and beginning research. At this level, homework should continue to build independent study habits.

2. Long-term assignments at the middle grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.
3. With the support of administration and staff, teachers should make efforts to coordinate with one another to establish deadlines, due dates for projects/assignments, and tests in an effort to minimize student over-extension.
4. As a guideline, when teachers choose to assign homework, students might reasonably be expected to devote the following amounts of undistracted, focused time to nightly homework, including time devoted to long-term projects and test review:
 - Grade 6 = 60 minutes average M-F
 - Grades 7-8 = 70-80 minutes average M-F

Students who elect to study music can expect to be assigned practice time that is in addition to the above loads.

Homework Guidelines for Teachers

In assigning homework, teachers should:

1. Clearly explain objectives, timelines, suggested amount of time for completing the homework, and required materials associated with the assignment.
2. Post assignments in a manner that is clear, consistent and easily observed by the student both in and outside of the classroom. The use of online communication tools is strongly encouraged at the secondary level.
3. Encourage students to monitor their own assignments.
4. Monitor homework time requirements and feasibility of assignments using student assignments, student feedback, and parent feedback.
5. Differentiate assignments when it is determined that, despite appropriate effort and learning habits, a student is spending more than the expected time on homework.
6. Clearly communicate to parents and students the expectations regarding the amount and quality of homework required by the student and the level of parental involvement to complete assignments.

7. Inform parents and students of opportunities for student assistance.
8. Suggest and practice techniques to help increase efficiency, such as how to allocate time wisely, meet deadlines, and develop good study habits for each subject area. Examples of this may include the use of a binder reminder or computer- based tools as communication avenues between home and school.
9. Provide a process for student or parent feedback if there is a concern.
10. Work with grade and department level colleagues to promote consistent homework practices and reasonable total time requirements for each evening.

Homework Requirements for Seven Period Day of Modified Block Schedule

Seven period days have the potential for test and project stacking and/or homework due in every class which increases student stress. As a result, the following requirements should be followed:

- Assigned homework may not be due on the seven-period day
- Due dates for projects may not fall on the seven-period day
- Only formative, non-graded assessments may be conducted on the seven-period day.

Homework Guidelines for Site Administration

Site administrators shall:

1. Provide professional development on homework, including overview of the policy, effective strategies and practices, and time for collaboration with grade level teams or departments to plan, as needed.
2. Be responsible for ensuring compliance with the homework policy, including the use of feedback processes to support its implementation.
3. Have on-going discussions with staff regarding effective homework strategies and practices.
4. Coordinate schoolwide resources and practices that support homework completion, e.g., use of planners, library facilities and academic support programs.
5. Ensure this policy is easily accessed (and translated as needed) on the school's website or upon request.

6. Provide information to parents on the purpose of effective homework and sharing practices that will help families support their children (for example: newsletters, open houses, and websites).

Site Expectations:

Student Responsibilities – Students shall:

1. Keep careful track of homework assignments by recording them in their binder reminder, use if appropriate by checking Schoology and teacher websites, by viewing Infinite Campus, and/or by asking clarifying questions.
2. Give maximum effort in completing and turning in assignments on time.
3. Meet with teachers immediately after a planned or unplanned absence to arrange to make up all work that was missed by an agreed upon date.
4. Meet/communicate with teachers prior to a planned absence to determine expectations and arrange for makeup of missed assignments.
5. Communicate with their teachers and parents if homework appears to be excessive or too difficult, if directions/expectations are unclear, or if challenges arise.
6. Make use of all school resources when support is needed by going to Homework Center, seeing teachers, by arrangement, before/after school or during lunch, going to tutoring and meeting with the school counselor.

Parent Responsibilities:

Parents will:

- Provide a quiet study area, appropriate materials, supplies, and sufficient time to enable students to complete homework.
- Facilitate and support the homework activity without solving problems or completing content for students.
- Support homework completion. This can include helping students clarify instructions, by acquiring resources, helping with time management/organization, discussing purpose, discussing effective learning habits, and/or reinforcing understanding of the task by

checking Schoology and teacher websites, viewing Infinite Campus, or reviewing student binder reminders use if appropriate.

- Encourage students to self-advocate and to communicate directly with teachers if the students are struggling with homework expectations.
- Monitor time spent on homework and communicate with the teacher if the student is consistently spending more than the time expected to complete homework.

Homework Requests

Students are asked to check Infinite Campus/Schoology to check for assignments or select classmates from each class and exchange phone numbers. When a student is absent, it is their responsibility to contact either Infinite Campus/Schoology or their teacher or classmates to get the homework for the day. Parent requests may be made only **after three (3) consecutive school days of absence and should be addressed to the Attendance Office before 8:20a.m.** Homework may be picked up after 3:15 p.m. or on the following day. Please call ahead to be sure work has been left for your student.

Conferences: If parents/guardians want to meet with their student's teacher, they should contact the teacher directly. The 6th grade teachers hold conferences in the fall semester.

Reporting Pupil Progress: The dates for the end of quarters and Wheel segments are noted in the calendar. Report cards are available in Infinite Campus about 2 weeks after the grading period is over.

Students receive "progress" grades at the end of the first and third quarter and "official grades" at the end of each semester. Midway through each quarter, teachers send Progress Reports (Warning Notices) to Parents. On the dates we send notices out, all students will receive a report.

Academic Expectation for promotion to the next grade level will be mailed home. Counselors will meet with identified students and their families regarding retention.

Questions: If you have concerns regarding classroom related issues, please contact your student's teacher or grade level counselor.

Incompletes: Students receiving an "I" grade (incomplete) at the end of

the first semester must have the completed work turned in by the end of the third week of March. After this time period, if the grade has not been changed, the “I” becomes an “F.” An incomplete may not be given at the end of the school year in June or at the first or third quarter.

8th Grade Retention: State guidelines regarding 8th grade student retention will be implemented by PAUSD following Board of Education action. Additional information regarding the regulations may be obtained from the Associate Superintendent of Educational Services, 25 Churchill Avenue, Palo Alto, (650-329-3700).

Smarter Balanced Testing – California Assessment of Student Performance and Progress (CAASPP): Parents will be advised of district and/or schoolwide testing dates and will be asked to schedule medical/dental appointments before or after testing days. Contact your student’s teacher or grade level counselor if you have any questions regarding these tests. For additional information about the CAASPP and the California School Dashboard and System of Support from the California Department of Education, visit: www.cde.ca.gov/ta/tg/ca/ and www.cde.ca.gov/ta/ac/cm/

Attendance Policies and Procedures

Secondary Attendance Policies and Procedures

Attendance Policy (Board Policy: BP &AR 5113 & BP & AR 511.3.1)
The Palo Alto Unified School District recognizes that success in school is in part related to prompt and regular classroom attendance. Frequent absences or tardies, which result in a student missing all or parts of presentations, demonstrations, discussions, explanations, and/or other classroom activities, are detrimental to the individual student and the class. Further, school attendance is compulsory as per Education Code (48200); therefore, student non-attendance and/or persistent tardiness are matters of serious concern.

Attendance Expectations:

Students that attend school consistently have a greater chance of excelling academically. Being present in the classroom provides students the ability to ask for clarification, engage in meaningful discussion, and take notes in preparation for examinations. Daily attendance promotes educational success and builds stronger relationships with peers and teachers.

The following are the attendance expectations for all students:

- Attend school daily and on time to maximum academic and social success.
- Remain after school when directed by a school official to complete disciplinary or other requirements.
- Be accounted for at all times throughout the school day, to promote safety.
- Abide by district policies related to school attendance.

Absence Reporting Procedure

It is the parent/guardian's responsibility to report their student's absences. Only parents/guardians can excuse a student's absence. Parents/guardians must call or email the Attendance Office on the first day, and each subsequent day, of absence. Messages can be sent, or a voicemail can be always left (see contact information below).

Fletcher Middle School: 650-856-9810
fletcherattendance@pausd.org

If telephone or email contact is **not** made, the school requires the returning student to bring a note signed by the parent/guardian.

If a student is absent from class for any reason and has not cleared the absence with the Attendance Office, they will receive an automated phone call at home to alert the parent/guardian that they have been marked absent. The information relayed by the automatic dialer is not necessarily a complete or accurate representation of the student's attendance activity, nor does it mean that the student has a cut. A phone call by the automatic dialer is a reminder that the absence must be cleared. **Any absence not cleared by the guardian within 72 hours will be treated as a cut.**

Detailed attendance information, including student attendance records by course, period, and day are available through the Infinite Campus Parent/Student Portal for both students and parents to review. If you believe your student has been marked absent by mistake, notify the Attendance Office and, if a mistake has been made, it will be cleared.

Excused Absences:

Excused Absences fall into one of two categories:

1. Health – Absences due to illness, medical appointments, or quarantine.

2. Warranted – These include, but are not limited to the following:
- Court Appearance
 - Bereavement (up to 5 days)
 - Family emergency (unavoidable circumstances, such as sudden critical illness)
 - Conference or meeting with employer
 - Funeral service for member of immediate family
 - Religious Purposes (1 day per semester)

Unexcused Absences

Unexcused Absences include, but are not limited to:

- Truancy
- Missing the bus
- Late flight arrivals
- Shopping
- Babysitting
- Over-sleeping, needing “extra rest”
- Car trouble/traffic problems
- Staying home to do homework
- Staying home due to being up late the previous night (even if related to school activities – dances, drama, sports, etc.)
- Non-School related extra-curricular
- Family vacations, Family Emergencies
- Visa/Passport Appointment

Health Related Absences:

The district realizes that students may experience illness or health issues (physical/mental) throughout the year, requiring them to be absent from school. In order to provide appropriate support to students with situational or chronic health issues, the following procedures apply. In health-related cases, in which the student is absent 5 consecutive full days, a physician’s note is required in order to excuse the absences. In cases where the student is absent over the equivalent of 10% of class time for any individual class in the semester (after state enrollment date) for health reasons, a physician’s note is required in order to excuse the absences. Health related absences may not be excused without appropriate medical documentation provided by a physician or other licensed medical provider. Chronic absences shall be referred to the health office or district nurse.

Early Pick-Ups/Appointments:

Parents should make every effort to schedule appointments

outside of school hours. However, if not possible, parents are urged to consider varying the times of the day during which appointments are made in order to avoid missing the same class consistently. If a student must leave during the day for an appointment, he/she should report to the Attendance Office prior to the start of the school day with a note from the parent/guardian to receive a permit to leave. You may also email Fletcher Attendance with information about appointments for your student. If a student returns to school the same day, they are required to report to the attendance office before returning to class to provide verification of the appointment, including a health visit.

STUDENTS MAY NOT LEAVE CAMPUS WITHOUT FIRST CHECKING WITH THE ATTENDANCE OFFICE.

Early Dismissals:

All PAUSD Middle Schools are “closed campuses” and students may not leave the campus while school is in session. Students who leave the campus without prior permission will receive a “cut”. If it is necessary to leave school early, the student must bring in a note from the parent/guardian on the morning of the day of the absence. Because of our concern for student safety, telephone requests for dismissal will not be honored. In addition, students may not be released to any individual(s) other than those listed on the student's emergency card unless written permission is given.

Truancy

Absences, which do not qualify as excused as defined in Education Code, shall be considered in this category. Education Code 48260 (subdivision (a)) provides that a student is truant if that student is:

- Absent from school without valid excuse three full days in one school year, or
- Tardy or absent for more than any 30-minute period during the school day.
- Without a valid excuse on three occasions in one school year or any combination thereof.

Tardies (Under 30 minutes):

Being punctual is an important personal habit to develop to promote school success. Students who are late for class miss valuable instruction and unnecessarily interrupt their classes. A student is considered “tardy” if not in the room at the place designated by the teacher/school staff at the beginning of each period. Students arriving late to class shall be marked tardy unless

they arrive with a written excuse from a staff member. All teachers will share their additional expectations and consequences for tardy behaviors at the beginning of the year.

A student can be marked tardy not only at the beginning of the school day, but at the beginning of any period during the day.

Cuts (Tardies over 30 minutes or unexcused absences)

Unexcused absences, leaving a class, or leaving the school without parent, guardian or school approval will be marked as “cuts.” Students will be given one full day to clear any cuts due to an unexcused absence. Cutting class periods is considered extremely serious and detrimental to school success. Administrators and counselors will involve parents in resolving the cutting of class periods. Cutting may result in detention and/or loss of school privileges, with a possible referral to the School Attendance Review Board (SARB).

Actions to Address Poor Attendance:

Given the importance of school attendance to academic success and the requirements put forth by the Education Code stating that school attendance is compulsory, the district makes every effort to keep students engaged in school. The following actions may be taken to address poor school attendance:

- Parent contact/meetings to discuss school attendance.
- Development of attendance contracts.
- Lunch detention
- Providing in-class consequences.
- Assignment to Saturday School.
- Referral to SART (Student Attendance Review Team)
- Referral to SARB (Student Attendance Review Board)

School Attendance Review Board (SARB): (Ed. Code, 48320)

SARB is a district-level committee, which diverts students with serious school attendance or behavior problems from the Juvenile Court System and provides a forum where the problems affecting school adjustment can be discussed and solutions reached. To prevent students from establishing a continuing pattern of poor attendance or behavior, SARB may make dispositions which range from returning a student to the school of attendance under strict contract to making an involuntary transfer to another district program or educational option. Whereas the primary purpose is diversion, SARB is also the primary vehicle for referring students to the Juvenile Justice System once it is clear that they can no longer profit from the resources the school district has to offer

Guidance Counselors and Administrators work together to support positive student attendance. They will review bi-weekly student

attendance records and begin meeting with students who are showing a pattern of tardiness, three or more. Counselors and/or Administrators will speak with the students to establish an understanding of the situation and to help students learn to make better choices.

In addition to parent notification and meeting, the following consequences may be assigned:

3-5 tardies = 1 lunch detention

6-10 tardies = 2 (additional) lunch detentions or after school detentions

11-15 tardies = 1 Saturday School (4 hours) and school privileges may be revoked

1 (additional) Saturday School (4 hours), further school privileges will be revoked, may be referred to SST process, SARB hearing, or the Assistant District Attorney (ADA)

Cellphone/Earbuds/Headphones/Smartwatch/Virtual Glasses/Electronic Devices at School

NOTE: For the purpose of this section and a clear understanding, the use of the term “cell phone” encompasses all prohibited electronic devices (see list in title).

Students must not be in possession of or use cell phones at any time during the school day. The phone must be turned off and secured in your locker until the end of the school day. Using a cell phone or having it visible is also prohibited during school-sponsored events, e.g., dances and field trips, even if they extend beyond regular school day hours.

There is a student phone located in the Office to be used for school business or in case of emergency.

Inappropriate or illegal use of a cell phone/earbuds/Smartwatch at school may lead to confiscation, disciplinary action, and/or police involvement. School staff may require a parent/guardian to come in to pick up a confiscated phone.

The school is not liable for phone loss or damage. Students or parents should alert the main office of any phone theft or damage and then promptly inform the Palo Alto Police Department. **Please discuss this policy thoroughly with your student.**

Discipline Policies and Procedures

Philosophy

The Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Discipline shall be used in a manner that corrects student behavior and produces a safe environment without intentionally creating an adverse effect on student learning or health.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers. Board policies and administrative regulations shall cultivate positive student conduct and provide a clear basis for sound disciplinary practices. Each school shall develop and communicate disciplinary rules to meet the school's particular needs.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the cause of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation. Staff shall enforce disciplinary rules fairly, consistently, in accordance with Board policy and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques and establishing cooperative relationships with parents/guardians.

Palo Alto Unified School District Administrative Regulation - AR 5131.63

CIVIL CODE: 1812.97 Warning Statement; posting in athletic facilities

HEALTH AND SAFETY CODE: 110423.2 Dietary supplements

CALIFORNIA INTERSCHOLASTIC FEDERATION BYLAWS

California Interscholastic Federation Constitution and Bylaws 2005-2006

WEB SITES

CSBA: <http://www.csba.org>

California Interscholastic Federation <http://www.cifstate.org>

National Center for Drug Free Sport: <http://www.drugfreesport.com>

National Institute on Drug Abuse: <http://www.nida.nih.gov>

Grounds for Suspensions and Expulsions

In the case of Education Code 48900 infractions (see below), a student

may be suspended (in or out of school), depending on the seriousness of the situation. A suspension is defined as the removal of a student from ongoing instruction for disciplinary purposes. An administrator or teacher will contact parents concerning a suspension. Expulsion, if indicated, is determined exclusively by the Palo Alto Unified School District and not by Fletcher administration. A student shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the student is enrolled determines that the student has violated the Education Code of the State of California.

Additional information about these infractions is available in the student services section of the Board policy. Actions must relate to school activities.

Due Process Procedures

Students and parents have the right to know for what action students are being disciplined. Written documentation of behavior should be provided. Students shall have an opportunity to respond to accusations. Students and/or parents who feel that disciplinary actions have been unfairly applied have the right to appeal to an administrator. If the matter is not resolved, they may seek a hearing at the district level.

Prohibited and Restricted items

Examples of inappropriate items include, but are not limited to the following:

- iPods, CD Players, other personal electronic devices
- Cell phones/camera phones (visible or out)
- Handheld electronic games

- Alcohol, drugs, tobacco, any controlled substance
- Steroids (see policy on page 25)
- Firecrackers, poppers, explosives, stink bombs
- Laser light pointers
- Matches and lighters
- Obscene or profane material in print, graphics, or video
- Permanent markers and/or spray paint
- Paintballs
- Pepper spray
- Water balloons, squirt guns
- Weapons/dangerous items including: **guns of any kind** (play, water, cap, squirt, imitation firearms, toys that look like guns, BB guns, pellet guns) and **knives of any kind** including: locking, pocket of any size, switchblade, Swiss Army, box cutters, steak etc. These items will be confiscated. Any weapons or illegal, dangerous items or substances brought to school will lead to immediate discipline and/or police action.

Accidental Possession of a Pocket Knife. Students are sometimes allowed to have pocketknives at home. **Pocket Knives are not allowed at school at any time for any reason.** School restrictions are like airport restrictions regarding knives of any kind. If a student has accidentally left a pocketknife in his or her pocket or backpack, he or she should immediately bring it to the office. An administrator will give the pocketknife to the student's parents upon parent request. If a student shows or reveals a pocketknife to another student in any way, even for a moment, school suspension and expulsion rules will be administered.

- Physical Injury Caused, attempted to cause, or threaten to cause, physical injury to another person. This includes aiding or abetting the infliction or attempted infliction of injury to another person.
- Willful Use of Force or Violence Willfully used force or violence upon another person, except in self-defense. This includes aiding or abetting the infliction or attempted infliction of injury to another person.
- Dangerous Objects Possessed, sold, or otherwise furnished any firearm, knife, explosive or other
- Dangerous object (including but not limited to firecrackers, laser lights, "poppers" and lighters).
- Imitation Firearm Possessed an imitation firearm.
- Drugs/Alcohol Arranged, negotiated, offered, possessed, sold, used or otherwise furnished, or been under the influence of ANY controlled substance (including SOMA), alcohol and/or any other intoxicants.
- Look-Alike Substance Sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented that liquid, substance, or material as a controlled substance, alcoholic beverage, and/or intoxicant.
- Robbery/Extortion Committed or attempted to commit robbery or extortion.
- Damage to Property Caused or attempted to cause damage to school property or private property. Property includes electronic files and databases. This includes vandalism and arson to school
- Property or private property.
- Theft Stole or attempted to steal school property or private property.
- Property includes electronic files and databases.
- Receipt of Stolen Property Knowingly received stolen school or private property. Property includes electronic files and databases.
- Tobacco Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to: cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Obscenity/Profanity/Vulgarity Committed an obscene act or engaged in habitual profanity or vulgarity.

- Drug Paraphernalia Unlawfully possessed or offered, arranged or negotiated to sell any drug paraphernalia.
- Disruption/Defiance Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.
- Hostile Educational Environment Bullied, intimidated, threatened, harassed (in any form), menacing any person on campus.
- Hate Violence Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed Code 48900.3)
- Threats/Terrorist Threats Made terrorist threats against school officials, or school property or both. (Ed Code 48900.4)
- Assault/Battery on School Employee Threaten school officials and/or school property. (Ed Code 48900.7)
- Witness Harassment or Intimidation Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness.
- Sexual Harassment Committed or attempted to commit a sexual assault or sexual battery.
- Bullying: Committed physical, verbal or cyberbullying

PLEASE DISCUSS THESE POLICIES WITH YOUR STUDENTS

Fletcher Dress Code

It is expected that students dress in a style that is conducive to learning. Our Dress for Success Dress Code encourages students to keep their focus on learning and maintaining age-appropriate expectations and to provide environments that allow students to feel comfortable and express their individuality appropriately. Our community appreciates parent, guardian, and student cooperation in efforts to make the Dress for Success norms and their enforcement fair, balanced, and gender neutral. The Dress Code includes, but is not limited to, school activities, dances, field trips, and school-sponsored activities.

- All students must be covered appropriately.
- Shoes must be worn at all times. Closed-toe shoes are required in some classes (ex: Drama, Industrial Technology, Physical Education)

- Clothing, jewelry, and accessories must be free of obscene, offensive, or inappropriate words and/or logos, alcohol, drugs, sexually implicit and explicit wording.

When a student's outfit does not meet Dress for Success norms, the student will be asked politely to address the issue. All staff will address non-compliance with the Dress for Success norms in a professional and respectful manner. The intent is not to shame individual students for their wardrobe choices.

NOTE: *The dress code applies to all school sponsored events including school dances, field trips, and special event*

Harassment Policy

It is the policy of the Palo Alto Unified School District to provide a school environment free from all forms of harassment, including sexual harassment, and to maintain an environment in which all students and adults are treated with dignity and respect. Therefore, no student shall be subjected to sexual overtures or conduct, verbal, visual, or physical, which is intimidating, hostile, offensive, or unwelcome. Such conduct by adults or students is deemed unacceptable behavior and will not be tolerated by the school district. (BP5157/AR5157) <http://pausd-web.pausd.org/community/board/Policies/5000.shtml>

Palo Alto USD

Students BP 5157

GENDER IDENTITY AND ACCESS

The Palo Alto Unified School District is committed to providing a safe, supportive, and inclusive learning environment for all students, including transgender students, and to ensuring that every student has equal educational opportunities and equal access to the District's educational programs and activities. California and federal law (Cal. Ed. Code § 220 and Title IX, 20 U.S.C. § 1681) requires schools to treat transgender students equally and fairly. State and federal law and District policy require that all programs, activities, and employment practices be conducted without discrimination based on, among other things, actual or perceived gender identity, gender expression, or gender. California Education Code § 201 further provides that public schools have an affirmative obligation to combat bias, and a responsibility to provide equal educational opportunities to all pupils.

Additionally, District policy requires that all schools and all personnel promote mutual respect and acceptance among students and staff. Thus, the District has a legal obligation to ensure that transgender students are safe, supported, and fully included in all school activities, programs, facilities, and educational opportunities. No person shall be subjected to discrimination on the basis of actual or perceived gender identity, gender expression, gender, or sexual orientation. (Cal. Ed. Code § 220, 20 U.S.C. § 1681 (Title IX))

The Board considers harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression to be a major offense.

The district shall investigate all complaints of harassment, discrimination, intimidation, or bullying and take appropriate action against any student or employee who is found to have violated this policy.

Harassment, discrimination, intimidation, or bullying of a student by another student in violation of this policy may constitute cause for disciplinary action. Students shall be advised that harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression are unacceptable conduct and will not be tolerated. Students shall be informed that they should contact the school principal or designee if they experience such harassment, discrimination, intimidation, or bullying. Harassment, discrimination, intimidation, or bullying by an employee in violation of this policy constitutes cause for disciplinary action, up to and including dismissal.

The Superintendent or designee shall adopt, and may periodically revise, administrative regulations necessary to implement and enforce this policy. The regulations shall provide an adequate description of this policy to parents, students and employees, provide appropriate complaint and resolution procedures, and establish due process for persons accused of harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression. The Superintendent, or designee, shall ensure that students receive age-appropriate information and education related to sexual orientation, gender identity, and gender expression. In addition, the Superintendent or designee shall designate qualified individuals to provide appropriate training and educational programs on the issue of harassment, discrimination, intimidation, or bullying based on sexual orientation, gender identity, and gender expression. Each school must ensure that all students, including LGBTQ students, are provided a safe and supportive learning environment that is free of harassment, discrimination, intimidation and bullying.

Administrators, faculty and staff are required to intervene when they witness harassment, discrimination, intimidation and bullying of any student if they can do so safely. Complaints alleging discrimination, harassment or bullying based on a student's gender identity, gender expression, or gender nonconformity, are to be handled in the same manner as other discrimination/harassment/bullying complaints. Consistent with the Uniform Complaint Procedures, complaints alleging discrimination or harassment based on a student's gender identity, gender expression, or gender nonconformity should be given immediate attention; fully and appropriately investigated in a timely manner; and resolved through appropriate corrective action. This policy is intended to supplement, and not replace, state and federal laws prohibiting sexual harassment. Complaints under those laws shall be processed through the procedures established by appropriate state and/or federal agencies.

Policy PALO ALTO UNIFIED SCHOOL DISTRICT adopted:12.8.15 Palo Alto, California

Bullying Definitions

Under California law, "Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 1. A message, text, sound, or image.
 2. A post on a social network internet web site including, but not limited to:

3. Posting to or creating a burn page. “Burn page” means an Internet web site created for the purpose of having one or more of the effects listed above
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (*Education Code 48900(r)*)

Non-Discrimination/Harassment: (BP 5145.3/BP5145.7/BP5145.9)

Board Policy Students:

NONDISCRIMINATION/HARASSMENT BP 5145.3 – The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including harassment, intimidation, and/or bullying of any student, based actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics.

Discrimination includes harassment, intimidation, or bullying, consisting of physical, verbal, nonverbal, or written conduct, based on one of the categories listed above, that is so severe or pervasive that it affects a student's

ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities. Prohibited discrimination also includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Though an incident of alleged harassment, intimidation, and/or bullying as defined within this policy may occur off campus, if the effects of the off-campus incident result in harassment, intimidation, or bullying at school that is sufficiently serious to interfere with or limit the targeted student's ability to participate in or benefit from the education program, the school must respond promptly and effectively to eliminate the harassment that occurs at school, prevent its recurrence, and address its effects. Such response may include discipline of the alleged harasser in accordance with applicable law and as provided in Board Policy (BP) and Administrative Regulation (AR) 5144. Other possible responses include, but are not limited to, those listed in AR 1312.3 Section G – Remedial Action. The Board also prohibits any form of retaliation against any student who files a complaint or report regarding discrimination, including discriminatory harassment, intimidation, or bullying. The Board is committed to providing age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, including discriminatory harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents and to whom such reports should be made. Staff and administrators will also receive training on their responsibilities for responding to reports and complaints of discrimination under the District's Uniform Complaint Procedure.

The principal or designee shall develop a plan to provide students with appropriate interim remedies when necessary for their protection from actual or threatened discriminatory harassment or other discriminatory behavior.

Students who engage in discrimination, including discriminatory harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Any school employee who observes an incident of discrimination, including discriminatory harassment, intimidation, or bullying shall immediately intervene when safe to do so and report the conduct to appropriate administrators. (Education Code 234.1)

All complaints alleging conduct prohibited by this policy shall be handled in accordance with the District's Uniform Complaint Procedures AR 1312.3.

"The Board of Education of Palo Alto Unified School District shall provide equal opportunities in all areas and assure that there will be no discrimination against any person on the grounds of race, religion, age, sex, national origin, color, disability, political belief, sexual orientation, marital status, or veteran's status."

Title IX:

Palo Alto Unified School District (PAUSD) offers the protections of **Title IX of the Civil Rights Act** that "no person... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance" [20 U.S.C. § 1681(a)] The Title IX Coordinator provides information about nondiscrimination policy and complaint procedures; ensures that appropriate training is provided on a frequent and regular basis; and monitors District actions in response to allegations of sexual harassment.

District Title IX Coordinator & Compliance Officer for Federal and State Regulations

For any Title IX information, Uniform Complaint Procedures information, or assistance in filing a complaint with the district,

please contact:

Robert Andrade, Title IX Coordinator & Compliance Officer

Palo Alto Unified School District Office 25

Churchill Avenue, Palo Alto, CA 94306

Phone: (650) 833-4248 Email:

TitleIXCoordinator@pausd.org

For further information on Title IX policies and procedures, please see PAUSD's Title IX page at <https://www.pausd.org/about-us/policies-procedures/title-ix-office>. For more information on the UCP process or on how to file a complaint, please see PAUSD's How to File a Complaint page at <https://www.pausd.org/about-us/policies-procedures/formal-complaint-procedures>. Each link contains access to the relevant District Policies and Regulations governing each process.

Locker Guidelines:

Two lockers are assigned to all Fletcher students, a book locker with a lock for books and supplies AND a P.E. locker with a separate lock for P.E. items. Students will receive their lockers at the beginning of the school year.

Students are expected to use their lockers for daily storage of school materials between classes. Students should check lockers before school, at brunch, and lunch for materials. Book locker dimensions are 34" in height 9" wide and 13" deep.

While students find lockers an exciting and helpful new experience, lockers can be a challenge. We suggest practicing opening and closing the lock(s) at home with your student so s/he may become familiar with dial locks.

It is the responsibility of the student to manage his or her time in order to place materials in, or retrieve materials from, their lockers AND GET TO ALL CLASSES ON TIME.

- Lockers are the property of PAUSD on loan to students. The district and school assume no responsibility for loss or damage to any personal property placed in the lockers. The school has the right to search the lockers at any time.

- **Lockers must be secured only with locks issued by the school.** School-issued locks will have a three number combination on a rotating dial. P.E. lockers use a separate dial lock.
- Students should learn the combination and keep a copy in a safe place at home.
- Students should keep items necessary for school or extracurricular school activities in the book locker. Musical instruments should be stored in the music room. P.E. items are to be kept in the P.E. lockers. Do not store valuables in the lockers. *It is strongly recommended that no valuable items be left in lockers overnight and especially not on weekends.* Backpacks must be stored in lockers as they may not be taken into the classrooms or left in the hall where they pose a safety hazard or risk of theft.
- Students are responsible for all items placed in the lockers. Lockers and locker combinations must not be shared with other students for any reason.
- Students are responsible for keeping lockers clean of trash including old food, drinks, and/or snacks. The inside and outside of the lockers must be kept free of writing and stickers.
- Lockers cannot be altered permanently in any way. They must be left in the same condition at the end of the school year as they were in the beginning of the year.
- Any school issued property missing from the locker will be the responsibility of the student/parent/guardian.
- Students having a problem with their lockers should contact the office either before or after school or at brunch or lunchtime, not during class time.
- If a lock is damaged or missing for any reason, the student will be charged for each additional lock.
- Violation of any or the above guidelines may result in a loss of locker privileges.

Mental Health Services

School based mental health (SBMH) is described as mental health support provided by PAUSD mental health professionals at the school site. Services offered are evidence based, positive and strengths focused, and include individual, group and family therapies in areas such as stress management, coping and social skills, strategies to deal with grief and loss, anger management, conflict resolution, substance abuse therapy, and parenting skills. When needed, the school counselor may also refer the student to outside professionals if school-based counseling is not sufficient to meet a student's or a student's family's needs.

Parents interested in referring their child to onsite counseling services may contact their child's counselor who will refer to our site's mental health professionals.

Prevention and Support Services:

In some instances, children, families and school communities need support and guidance in order to experience school success. Supports available include:

Suicide Prevention and Related Mental Health Promotion:

PAUSD is dedicated to providing prevention and instruction, staff development and intervention to promote student mental health. If you believe that your child is suicidal, please call the Santa Clara County Suicide Prevention Hotline at (408) 379-3790 or 911. (BP, AR 5141.52).

Child Abuse Reporting:

District employees are mandated reporters, as defined by law, to report all known or suspected incidents of child abuse and neglect. (BP & AR 5141.4)

Bullying:

The district strives to create a safe, healthy and nurturing learning environment for every student and therefore, it is a violation of district policy for a student to bully, harass, or intimidate another student or engage in such behaviors that infringe upon the safety or emotional well-being of any student; including acts of bullying, intimidation or harassment through words and actions (BP & AR 5131.2)

Dress and Grooming

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process. (BP 5132)

Student Wellness

The Board of education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. (BP 5030)

Student Activities

Student Government: The Student Council and its committees provide opportunities for students to participate in school operations. The Student Council appoints its own committees. The responsibilities of the Council include allocating student body funds, making recommendations to administration on behalf of the students, and sponsoring a variety of activities for Fletcher students. Elections take place in the spring for officers and in the fall for grade level representatives and sixth grade officers.

Birthday Celebrations: Celebrating individual birthdays or other events with food, flowers or balloons are discouraged. They become exclusionary in nature and are therefore contrary to our mission statement. Items such as flowers or balloons must remain in the office all day as they pose a distraction in the classroom.

Social Events/Parties/Dances: The school staff and parents will work together to provide enjoyable activities appropriate to the age and social development of all students. The social events and/or school dances will take place after school or in the evening. The following are school rules and guidelines for after school events.

- Dances are for current Ellen Fletcher students ONLY.
- If a student has received a behavior referral during the week prior to the dance, more than 6-10 tardies/absences, outstanding fines, or failing grades, the student will not be able to attend the dance.
- Clubs: Students and staff can organize lunchtime clubs by submitting a written request to a teacher. Students may start a club with a staff sponsor. Clubs usually meet once a week at lunch or after school. There will be a club sign up fair in early fall.

Yearbooks: The students produce Yearbooks annually. This is a vivid memory of the school year. It is strongly recommended that a yearbook be purchased at the beginning of the school year. There are PTA scholarships available through the counselors. Near the end of the year there are very few extra yearbooks available for purchase.

Fletcher Middle School - August 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13 Left Handers Day	14 First Day of School	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Early Release Day	30
Notes:						

Fletcher Middle School - September 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 Labor Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Notes:						

Fletcher Middle School - October 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 No School Staff Dev. Day	4
5	6	7	8	9	10	11
12	13 Indigenous People's Day	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31 Early Release Halloween	
Notes:						

Fletcher Middle School - November 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11 Veterans Day	12	13	14	15
16	17	18	19	20	21 Early Release	22
23	24 Local Holiday	25 Local Holiday	26 Local Holiday	27 Thanksgiving	28 Local Holiday	29
Notes:						

Fletcher Middle School - December 2025

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
					Early Release	
21	22	23	24	25	26	27
	Local Holiday	Local Holiday	Local Holiday	Christmas Day	Local Holiday	
28	29	30	31			
	Local Holiday	Local Holiday	Local Holiday			

Notes:

Fletcher Middle School - January 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 New Years Day	2 Local Holiday	3
4	5 Staff Dev. Day	6 Return to School	7	8	9	10
11	12	13	14	15	16	17
18	19 M.L.K. B-Day	20	21	22	23	24
25	26	27	28	29	30	31
Notes:						

Fletcher Middle School - February 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13 Local Holiday	14
15	16 Washington's Birthday	17	18	19	20	21
22	23	24	25	26	27	28

Notes:

Fletcher Middle School - March 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Local Holiday	10 Staff Dev. Day	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
Notes:						

Fletcher Middle School - April 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Early Release	4
5	6 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Notes:

Fletcher Middle School - May 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Local Holiday	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30

Notes:

Fletcher Middle School - June 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4 Early Release Last day of School	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Juneteenth	20
21	22	23	24	25	26	27
28	29	30				

Notes:

Student Resources Library

The Ellen Fletcher Library is a welcoming, relaxing, and calm place at the center of the campus. The library collection and program are student-oriented with a program consisting of information literacy, encouraging pleasure reading, and supporting classroom learning. The Fletcher Library sponsors literacy activities throughout the year.

Students and families can access the Fletcher Library catalog at fe.opals.pausd.org. Students will need to reconcile accounts with lost or damaged books in order to participate in some school activities.

Library Hours: The Ellen Fletcher Library is open before school at 8:10, throughout the school day including Brunch and Lunch, and after school for checkout and Homework Habitat.

Textbooks: The teachers will distribute textbooks in the classrooms. In most cases, these books are to be kept at home, and a classroom set of books is provided for use at school. Students are responsible for their textbooks. Textbooks must be returned in good condition at the end of the school year. Students are responsible for returning textbooks.

Homework Habitat: Fletcher's After-School Homework Center includes generalized homework help and academic support. Homework Habitat includes specific math support through Math Advantage and specific writing support through the Writing Center. Both are managed through Homework Habitat. Credentialed Fletcher teachers and Instructional Aides are available to assist students in the library from 2:30 to 3:30 on Mondays and Wednesdays and 3:30 p.m. to 4:30 p.m. on Tuesday and Thursdays. Students must sign up. Parents may sign up for a student before the ending time, *However, students will not be allowed to leave before ending time. without written permission from parents.*

After School Athletics: After school athletics on PAUSD middle school campuses are managed by the City of Palo Alto. Scholarships for athletics are available through the City of Palo Alto Recreation Department. Call the Recreation Department at (650) 329-2390 for more information.

Service Opportunities: Youth Community Service (YCS) is a club open to all students to provide service to the school and community. Service opportunities are also available through

leadership elective classes.

WEB: A middle school orientation and transition program that trains 8th grade students to be WEB Mentor Leaders to 6th and 7th grade students. WEB Leaders welcome 6th graders and increase a sense of belonging during their 6th grade years and beyond. It is built on the belief that students can help students succeed emotionally and academically. WEB leaders develop and use real leadership skills. The WEB program decreases Bullying and Social Drama situations by creating a cadre of student leaders focused on finding and stopping bullying behavior. (Positive Behavior Culture) WEB leaders are trained before and during the school year and serve in a multitude of support roles at school.

Tiger PRIDE - At the beginning of the school year students receive a lesson on Tiger PRIDE, what it means and why it is important.

Perseverance Responsibility Inclusion Diversity Equity

Wayfinder for Middle Schoolers is a social-emotional learning (SEL) and purpose education curriculum designed to help middle school students build self-awareness, emotional intelligence, empathy, and a sense of purpose.

Developed by Project Wayfinder, a company that originated out of the Stanford Design School, Wayfinder provides structured, interactive lessons that teachers can use to support students' personal growth, well-being, and character development. It's part of a broader movement to shift education from being solely academic to including life skills and personal development.

Key Features of Wayfinder for Middle School:

- **SEL Curriculum:** Weekly lessons focus on emotions, relationships, self-regulation, and mental health.
- **Purpose Education:** Encourages students to explore their interests, values, and long-term goals.
- **Flexible Format:** Activities can be adapted to advisory periods, homeroom, or regular class time.
- **Interactive Activities:** Includes journaling, discussions, role-playing, and mindfulness exercises.
- **Educator Support:** Offers training and online resources for teachers to implement the program effectively.

The goal is to help middle schoolers navigate the challenges of adolescence with resilience, clarity, and a stronger connection to themselves and their communities

Student Routines

School Hours: The first bell rings at 8:25 a.m. daily. ***Students should not arrive at school before 7:50 a.m.*** The school day ends at 2:30 p.m. on Mondays and Wednesdays, 3:15 Tuesdays and Thursdays and 1:45 Friday except on minimum days. On minimum days, school ends at 12:40 p.m. See the calendar section of this handbook for a minimum of days. Unless students are participating in an organized after school activity, they need to leave the school grounds within 20 minutes of dismissal each day. There is no supervision for students on campus after that time. **Students are not allowed to visit/be present on any PAUSD campus while those schools are in session. This applies to Fletcher minimum days, and other early release days.**

Brunch/Lunch: Students may bring lunch and snacks from home. The District Food Services does provide items at brunch and lunch, free of charge. Please go to the district website Food Services page for monthly menus.

Telephone Use: Students and families are asked to make arrangements for after-school activities and transportation before leaving home in the morning. There is a telephone in the office available for students during brunch, lunch or after school for emergencies. Parents may call and leave messages for students. Please do not ask your student to check for text or voicemail messages during school hours. Cell phones must be **OFF** and in lockers until school is out.

Restrooms: Students are to use the restrooms during brunch and lunch. If a student must use the restroom during class time, the student must obtain permission from the teacher and obtain a hall pass. Facilities for handicapped students are available.

Personal Property: The school is not responsible for theft and/or damage to personal property. Students are responsible for loss or damage to their personal items such as calculators, cell phones, iPods, books, and instruments. Students are strongly encouraged **NOT** to bring small electronic devices to school, including cell phones. Please put labels on all articles of clothing, personal items, backpacks and instruments. Please leave articles of value at home.

Lost and Found: Lost and found items will be located outside the office. At the end of each quarter, unclaimed items will be donated to the PTA Council Wardrobe Center located at Greene, or another charity clothes closet.

PTA eNews: In addition to the monthly newsletter, there will be weekly e-mail updates of the school calendar, upcoming events, reminders and important school news through eNews. Refer to our website at fletcher.pausd.org for eNews instructions.

Konstella Networks: The PTA manages parent networks for school wide and grade level electronic communication. Important school news and opportunities for parent involvement are managed through Konstella. Refer to our website at fletcher.pausd.org for a link to UpToUs instructions.

Visitors: A visitor is anyone who is not a registered student including parents, that come onto school campus. All visitors must check in at the office and receive a visitor's badge, which must be worn at all times while on campus. There are designated parent visitation days, which are on the school calendar. While on campus, all parents must wear their visitor's badge. Other than scheduled parent volunteers and parent visitation days, there should not be any other visitors to school unless it has been previously arranged.

We do not encourage student visitors to campus. A student who wishes to bring a visitor to school must request a permission form from the office and get permission from the teachers at least two days before the visit with a signed release from the visiting student's parent or guardian. Student visitors must be 6th, 7th, or 8th grade students only. Visits are restricted to one day only and are primarily for students from out of town. Students from other local schools will not be permitted to visit.

How to Get Help:

When you are unhappy or in trouble - See your counselor, a teacher with whom you feel comfortable or any other staff member you know. We are available to help you with personal or family problems.

Call slip from your counselor - See the secretary in office for an appointment or you may send them a Schoology message. The counselors also have appointment request slips on their office door. You can also find your counselor on campus during lunch most days.

If you have a misunderstanding with one of your teachers - First, see if you can work it out. Ask for a time to talk together privately or send them a Schoology message. If you still need help, see your counselor or an administrator for help.

Need help with your schedule - See your grade level counselor.

When you are sick or injured - Come to the Health Office and sign in on the computer using your student number.

When your locker or lock is broken - Report it to a teacher or the secretary in the front office.

If your books or belongings are missing - Check Lost and Found near the front office. If not found, report it to the main office.

If you need something for school but can't afford it - See your counselor or talk to an administrator.

If you need a soothing quiet place to go during lunch. Go to the Wellness Center in room G10. There are also counselors available there during lunch.

National Suicide Prevention Hotline – 988
Santa Clara County Suicide Crisis Hotline 855-278-4204
Trevor Lifeline – LBGQTQ 866-488-7386
Crisis Text Line 741741

Responsible Technology Use for Students at Fletcher Middle School

Do's	Don'ts
<p>General:</p> <ul style="list-style-type: none"> -Use technology for schoolwork. -Use technology legally. -Use all technology responsibly and leave devices as you find them. -Protect your identity and only access your account. -Be sure to save your work frequently and check before you log off/close. -Always log off and close the browser. 	<p>General:</p> <ul style="list-style-type: none"> - No chat features. - No plagiarism or cheating - Do not change or alter settings or programs. - Do not share your passwords. - Do not forget to save. - Do not tamper with anyone else's account. - No music - No gaming (no devices allowed for use during lunch or brunch)
<p>Infinite Campus</p> <ul style="list-style-type: none"> - All students are expected to remember their student ID and password. - Check grades on assignments and overall grade. 	
<p>Schoology & Google Drive</p> <ul style="list-style-type: none"> - Think of them as "school property." - Realize PAUSD staff members can view your postings. - Use for schoolwork only. - Participate in on-line discussions appropriately. 	<ul style="list-style-type: none"> - Students may not change another student's files unless authorized by their teacher. Ex: a collaborative Google Doc project.

PAUSD Middle School Daily Bell Schedule (5-day week)

Monday 7 Period Day	Tuesday A-Day	Wednesday B-Day	Thursday A-Day	Friday B-Day
8:30-9:15 Period 1 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements
9:20-10:00 Period 2				
10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch
10:15-10:55 Period 3	10:15-11:40 Period 2	10:15-11:40 Period 6	10:15-11:40 Period 2	10:15-11:40 Period 6
11:00-11:40 Period 4				
11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch
12:10 Clean-up Bell	12:10 Clean-up Bell	12:10 Clean-up Bell	12:10 Clean-up Bell	12:10 Clean-up Bell
12:20-1:00 Period 5	12:20-1:45 Period 3	12:20-1:45 Period 7	12:20-1:45 Period 3	12:20-1:45 Period 7
1:05-1:45 Period 6				
1:50-2:30 Period 7	1:50-3:15 Period 4	1:50-2:30 PRIME (Advisory)	1:50-3:15 Period 4	1:50-3:15 Period 7
2:30-2:40 Office Hours		2:30-2:40 Office Hours		

PAUSD Middle School Daily Bell Schedule (Min Day Friday)

Weeks of 8/26/24, 12/16/24, 3/31/25

Monday 7 Period Day	Tuesday A-Day	Wednesday B-Day	Thursday Early Release Thursday	Friday Minimum Day (B-Day)
8:30-9:15 Period 1 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements	8:30-9:50 Period 1 & Announcements	8:30-9:50 Period 5 & Announcements
9:20-10:00 Period 2				
10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	9:50-10:00 Brunch	9:50-10:00 Brunch
10:15-10:55 Period 3	10:15-11:40 Period 2	10:15-11:40 Period 6	10:05-11:20 Period 2	10:05-11:20 Period 6
11:00-11:40 Period 4				
11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch	11:20-11:50 Lunch	11:25-12:40 Period 7
12:10 Clean-up Bell	12:10 Clean-up Bell	12:10 Clean-up Bell	11:45 Clean-up Bell	
12:20-1:00 Period 5	12:20-1:45 Period 3	12:20-1:45 Period 7	11:55-1:10 Period 3	12:40pm Dismissal
1:05-1:45 Period 6				
1:50-2:30 Period 7	1:50-3:15 Period 4	1:50-2:30 PRIME (Advisory)	1:15-2:30 Period 4	12:40-1:10 Grab & Go Lunch pick up
2:30-2:40 Office Hours		2:30-2:40 Office Hours		

Site Map

SITE MAP

ELLEN FLETCHER MIDDLE SCHOOL

655 ARASTRADERO ROAD
PALO ALTO, CA 94306

