

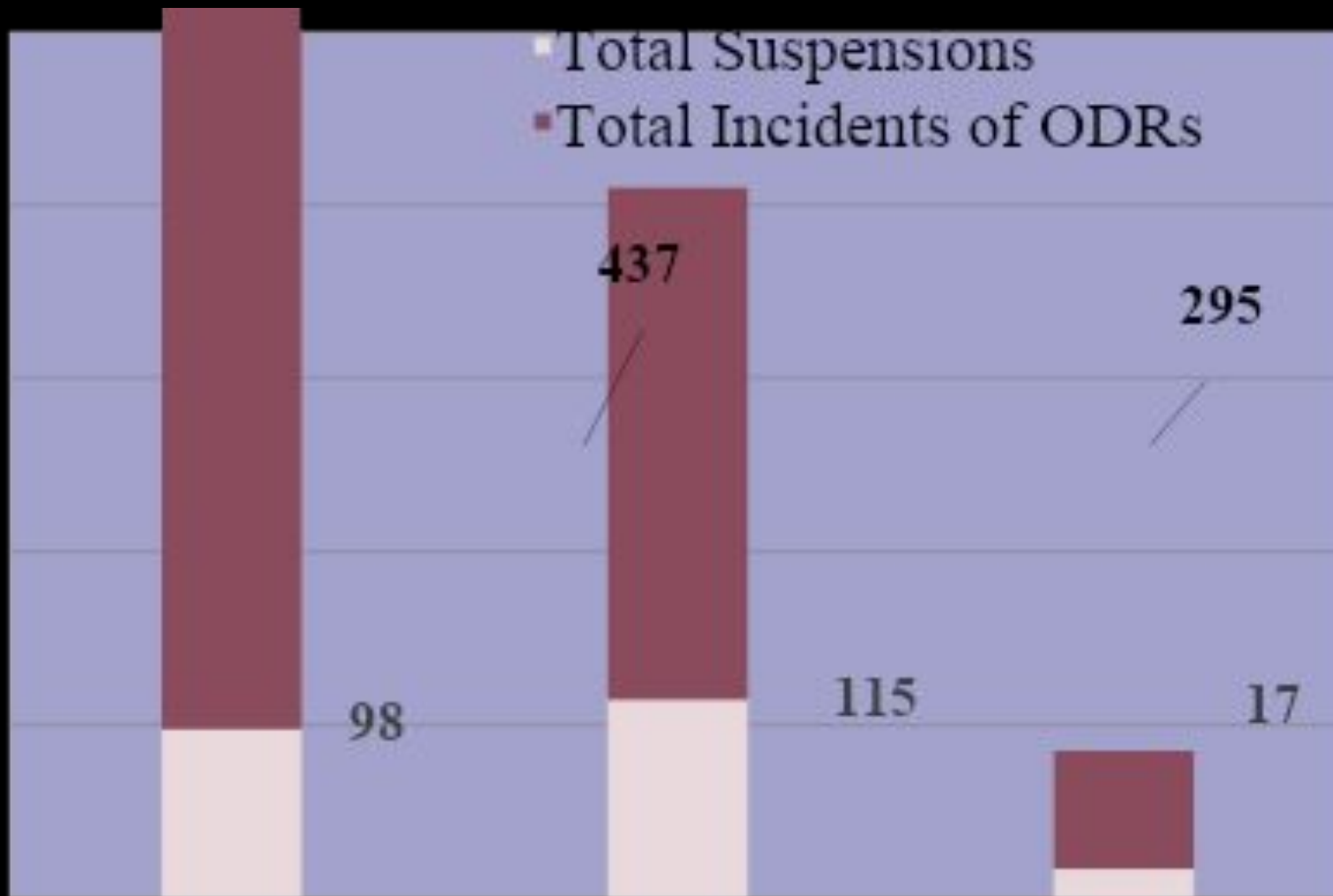
# SCHOOL SAFETY DATA SYSTEM SEPTEMBER – DECEMBER 2021



# DISTRICT-WIDE GOALS

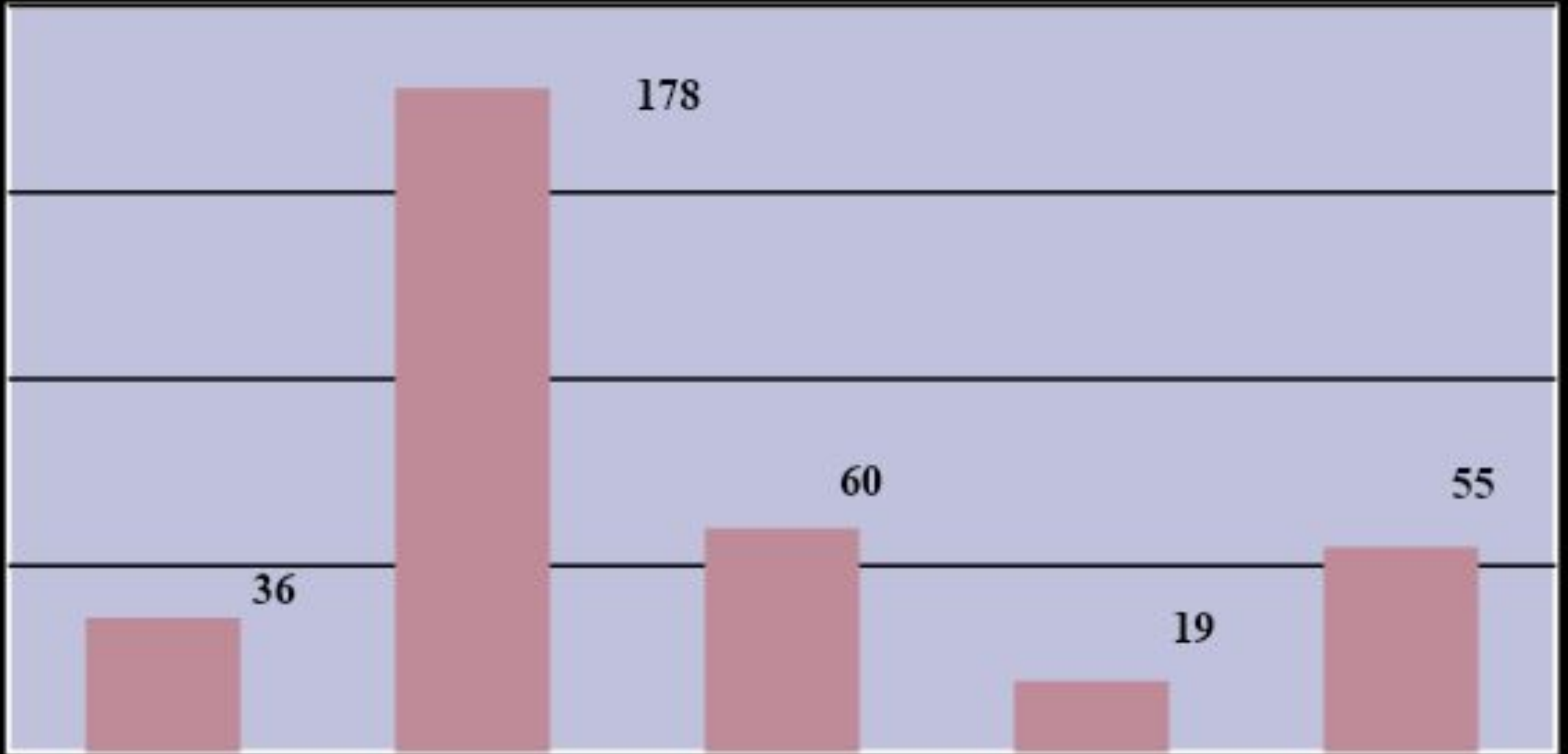
- **increase academic achievement**
- **meet the social and emotional needs of all students through current and expanding programs such as PBS**
- **provide students and staff with safe a school environment to teach and learn**

**TOTAL NUMBER OF TOTAL NUMBER OF SUSPENSION  
VS  
TOTAL NUNMBER OF ODRs**

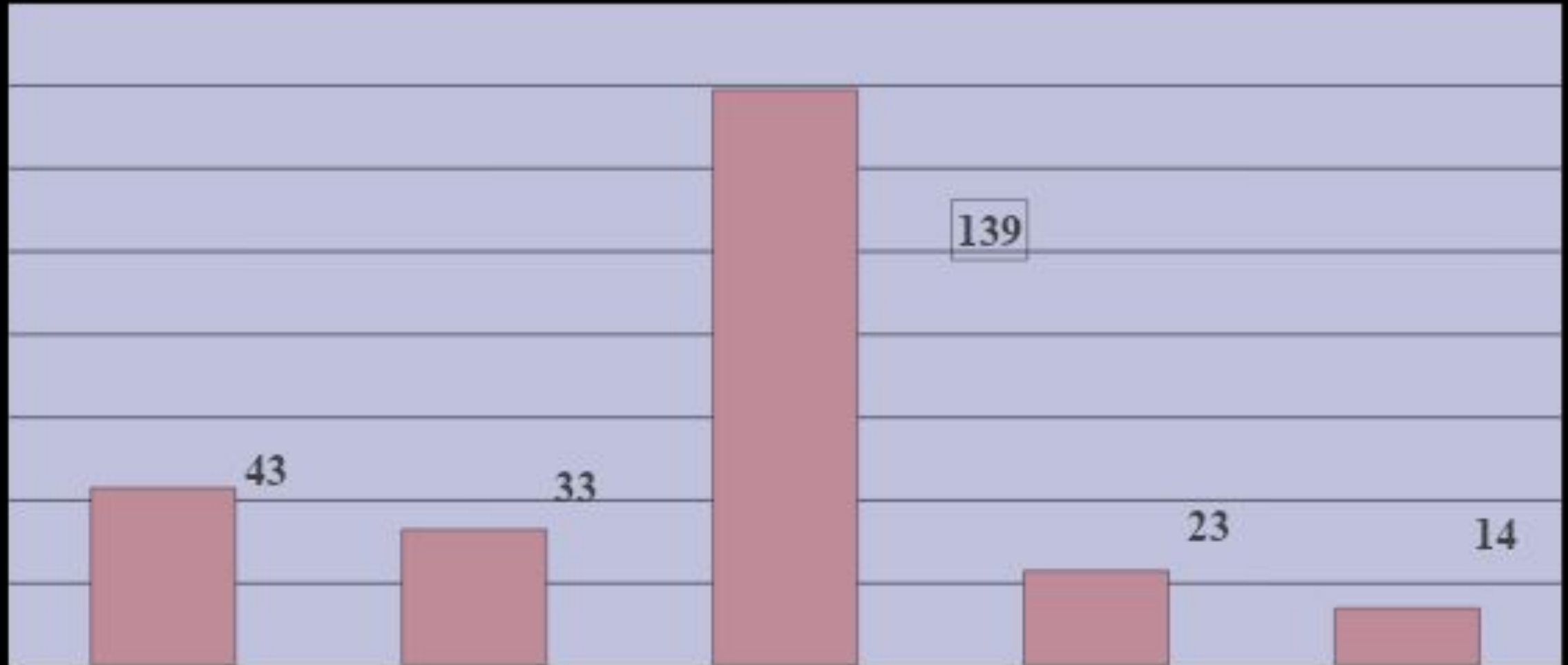




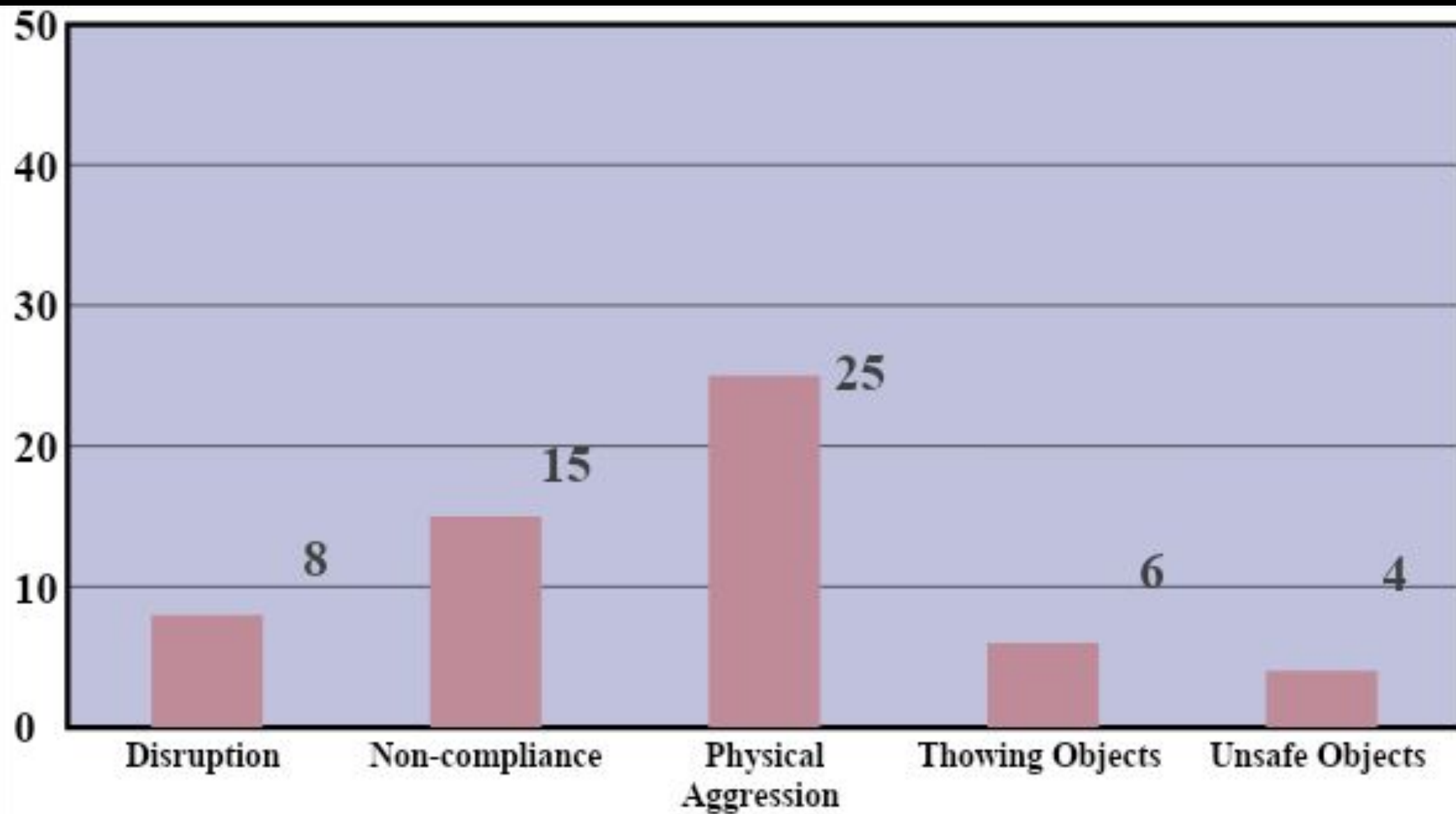
# FRANKLIN HIGH SCHOOL TOP 5 ODRS



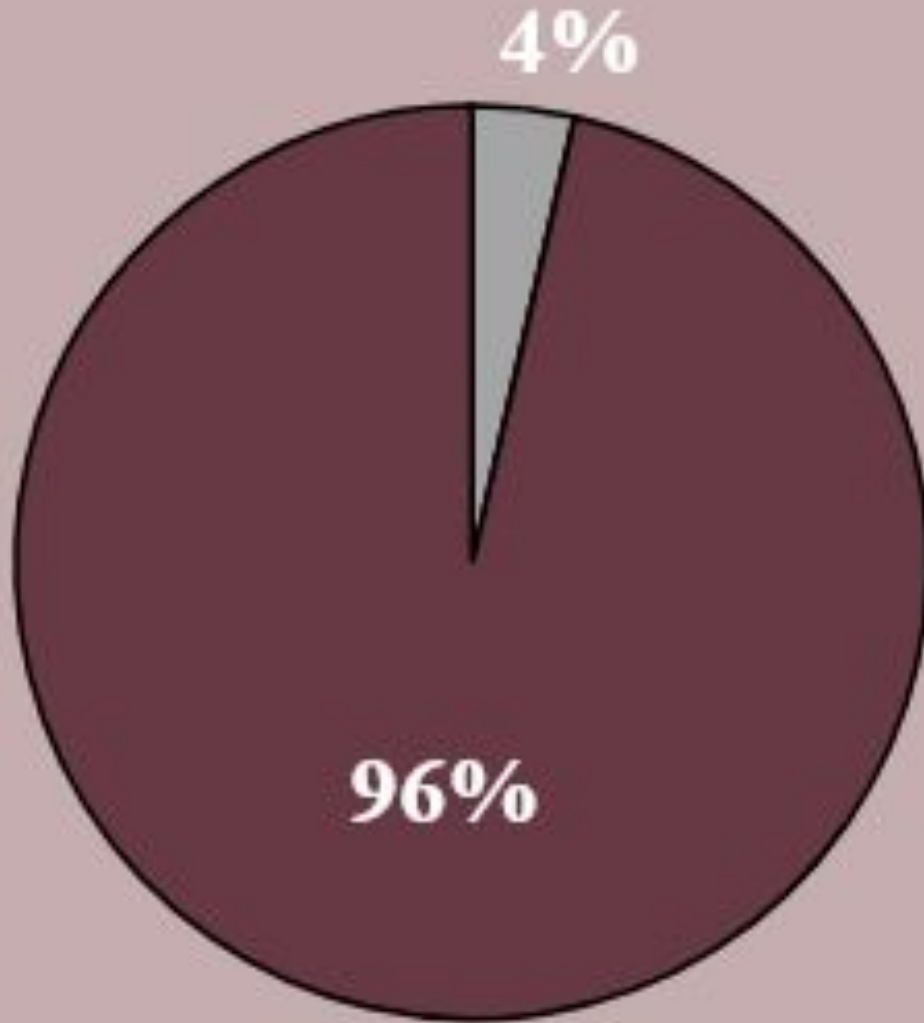
## FRANKLIN MIDDLE SCHOOLS TOP 5 ODRS



## ELEMENTARY SCHOOLS TOP 5 ODRS

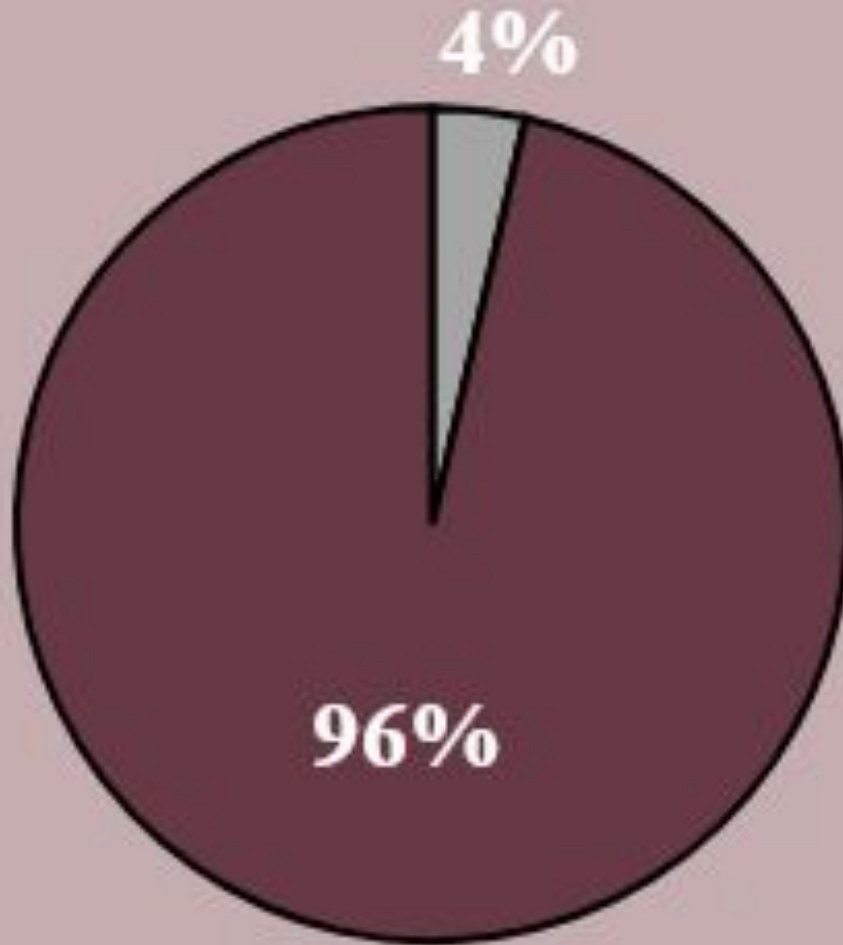


# PERCENTAGE OF SUSPENSIONS FOR FRANKLIN HIGH SCHOOL



- Suspended at Least Once
- No Suspensions

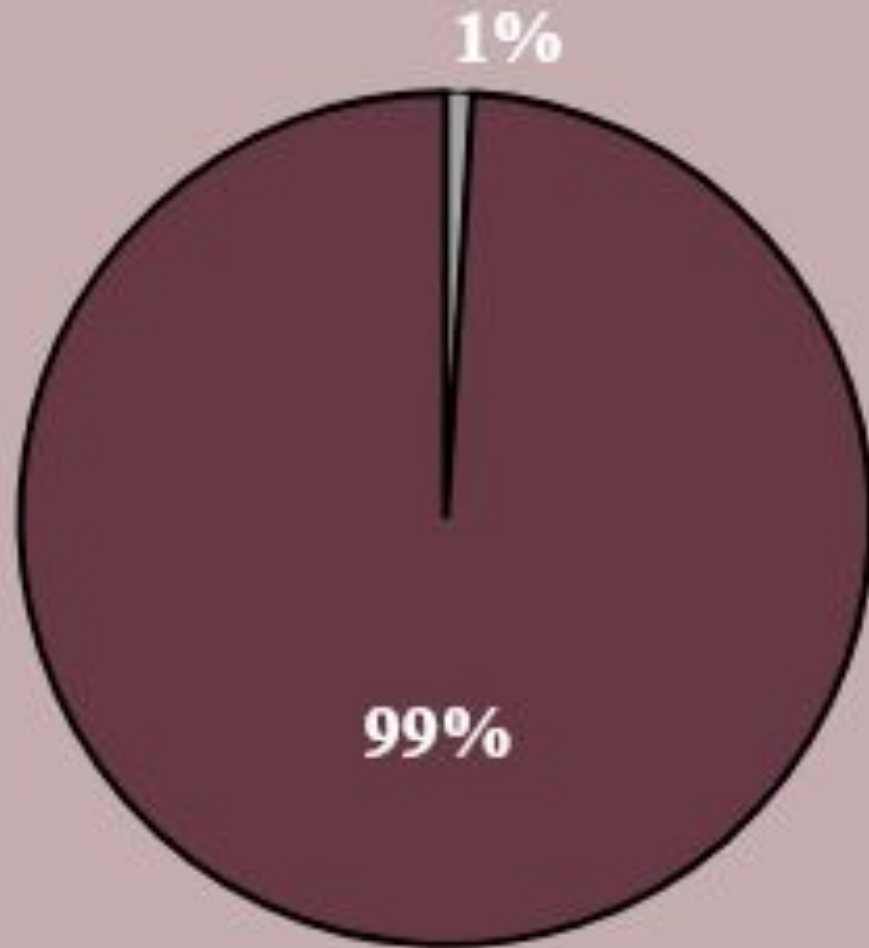
# PERCENTAGE OF SUSPENSIONS FOR FRANKLIN MIDDLE SCHOOLS



- Suspended at Least Once
- No Suspensions

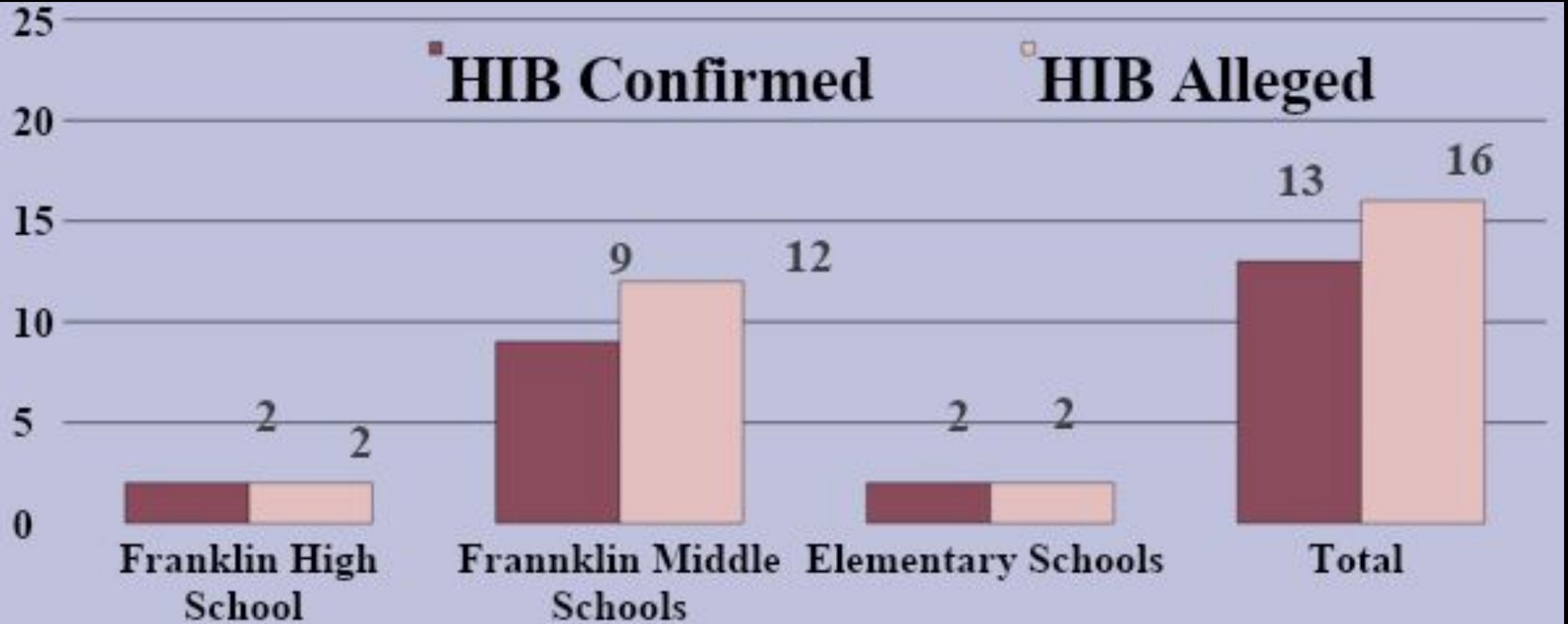


# PERCENTAGE OF STUDENTS FOR ALL ELEMENTARY SCHOOLS



- Suspended at Least Once
- No Suspensions

# HIB INCIDENTS PERIOD 1



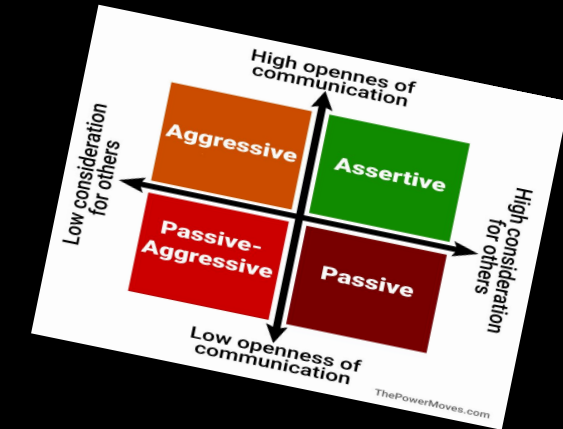
# Creating a Safe School Environment

Conflict → Physical Aggression - Counselors and SACs work together to provide mediations, teach communication & problem-solving skills, as well as strategies for regulating emotions to our students.

WHEN YOU ARE...	IT LOOKS LIKE	IT SOUNDS LIKE
<b>PASSIVE</b> 	<ul style="list-style-type: none"> <li>Lack of eye contact</li> <li>Looking down</li> <li>Not expressing your feelings or needs</li> <li>Avoiding problems</li> </ul>	<ul style="list-style-type: none"> <li>"I'm okay with whatever you want."</li> <li>"People don't think about my feelings."</li> <li>"It's fine. I don't want to get anyone in trouble."</li> </ul>
<b>AGGRESSIVE</b> 	<ul style="list-style-type: none"> <li>Eye rolling</li> <li>Finger pointing</li> <li>Angry or forceful words</li> <li>Focused on your needs</li> <li>Rude or bossy</li> </ul>	<ul style="list-style-type: none"> <li>"This is what we're doing."</li> <li>"You can't play with me if you don't play this game."</li> <li>Statements that begin with "You"</li> </ul>
<b>ASSERTIVE</b> 	<ul style="list-style-type: none"> <li>Making eye contact</li> <li>Calm but firm voice</li> <li>Respecting your rights and the rights of others</li> </ul>	<ul style="list-style-type: none"> <li>"I don't want to play soccer. Do you want to play football instead?"</li> <li>"I feel sad when you say I can't play." Statements that begin with "I"</li> </ul>

Big Life Journal

Big Life Journal - biglifejournal.com



Option 1	Option 2	Option 3	Option 4
<b>Passive</b>	<b>Passive Aggressive</b>	<b>Aggressive</b>	<b>Assertive</b>
Emotionally dishonest, Indirect, inhibited, Self-denying, Blaming, apologetic	Emotionally dishonest, Indirect, self-denying at first. Self-enhancing at expense of others later.	Inappropriately honest, direct, expressive, attacking, blaming, controlling, self-enhancing at expense of others	Appropriately honest, direct, self-enhancing, expressive, self-confident, empathic to emotions of all involved

# Creating a Safe School Environment

## Stress Management

**Stress** is a part of everyone's life, even more so during intense challenges such as a pandemic, racial discrimination, and life transitions. But uncontrolled stress can cause serious health problems and increase the risk that students may use drugs to attempt to deal with stressors, including mental health issues and trauma.

[Build Your Coping Skills Toolbox](#)

**Check out the links below for more information and resources!**

[Mental Health & Wellness Resources for Young Adults](#)

[Mindfulness Activities](#)

The best mental health smartphone applications for 2022.

[31 Tips to Boost Your Mental Health](#)





## Racial Equality Info



# Creating a Safe School Environment

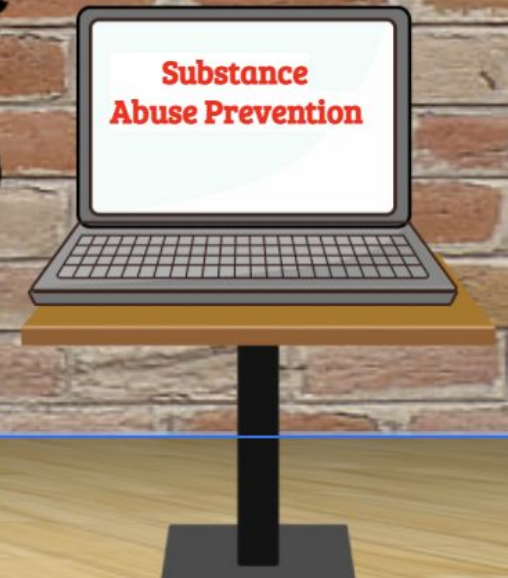
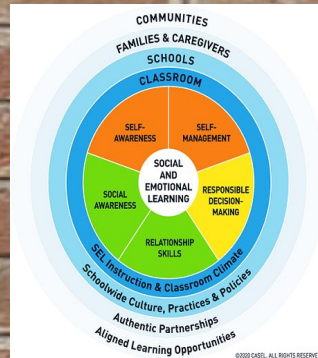
## Upcoming SAC Prevention Programs

Sexual Assault Awareness Month  
Beyond Bias Virtual Workshop  
Teen PEP Events  
STFL Black History Month Event

SEL Schoolwide Activities  
STFL Free Prom Dress Event  
Connections Events/Recruitment  
FTWP Job Fair

### PREVENTION INFORMATION:

Anxiety vs. Depression  
Marijuana Delta-9 Info  
Racial Bias  
Benefits of Meditation





Click the Icons for Information





# Social and Emotional Learning


## New Jersey SEL Competencies and Sub-Competencies

- 
- Self-Awareness
- Recognize one's feelings and thoughts
  - Recognize the impact of one's feelings and thoughts on one's own behavior
  - Recognize one's personal traits, strengths and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges

- 
- Self-Management
- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

- 
- Social Awareness
- Recognize and identify the thoughts, feelings and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
  - Demonstrate an awareness of the expectations for social interactions in a variety of settings

- 
- Responsible Decision-Making
- Develop, implement and model effective problem solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety and civic impact of decisions

- 
- Relationship Skills
- Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others
  - Identify ways to resist inappropriate social pressure
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
  - Identify who, when, where, or how to seek help for oneself or others when needed

**Social and emotional learning (SEL) involves the process through which students & staff apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.**

**Each month, all FHS classroom instructors will institute a school- wide SEL learning activity based on the 5 core competencies of social and emotional learning. Those classroom activities are sent to all teachers and will serve as guidelines for integrating SEL “Do-Now” Activities in their daily lesson plans. Check out our Monthly themes listed below:**

- **January: “Self-Awareness”**
- **February: “Self-Management”**
- **March: “Social Awareness”**
- **April: “Responsible Decision Making”**
- **May: “Relationship Skills”**
- **June: “Combined SEL Sub Competencies”**

## Creating a Safe School Environment



# Creating a Safe School Environment

## Connections

### Mentoring/Leadership

The Connections Leadership/Mentoring Program is looking for rising 11th-12th grade students who are interested in mentoring 7th-8th Grade students during the 2022-2023 School Year! Please see information in the flyer and complete the application!

This is a Stipend Position where you can earn \$100 for participations as a mentor for this awesome program





SCAN TO REGISTER





Team Building Activities



Fun, Interactive Workshops



Intelligent, Energetic Peer Leaders

The Connections Leadership/Mentoring Program is looking for rising 11th and 12th grade students who are interested in enhancing their leadership skills by becoming a mentor and participate in fun, interactive workshops, community service projects and other awesome events. If you would like to be a part of this amazing program. Please SCAN the above QR CODE & complete your application before April 30, 2022

**For more information contact:**

Mr. Jason Marchitto, SAC Rm C235 [jmarchitto@franklinboe.org](mailto:jmarchitto@franklinboe.org) Mrs. Stacy Hale SAC Rm. B233 [shale@franklinboe.org](mailto:shale@franklinboe.org)

" Good Better Best, Never Let it Rest , until your Good is Better, and your Better is your BEST!"

Webb with PhotoMyWeb.com



## TEEN PEP

The Sister's Training for Life, Inc. has joined with National Council of negro Women GEAS to present:

“ Black History Month Jeopardy” 2/19/22 @12pm

Students had a great time sharing their knowledge about our Great African American, Leaders, Inventors Entertainers, Activists, Educators and Entrepreneurs.

Many students won several \$5 and \$25 gift cards for their active participation in this amazing event!

[Teen PEP Application/Information](#)



**Creating a Safe School Environment**

## 5 Things you need to know about DELTA-8 THC

1. Delta-8 THC products are not FDA approved and can be sold in local corner stores or tobacco shops which markets those products as safe and drug free!
2. The FDA received adverse effects of Delta-8 products.
3. Delta-8 has psychoactive & intoxicating effects that can have negative effects on your mental health.
4. Delta -8 products involve harmful chemicals that can harm your vital organs,
5. Delta 8 THC products should be kept out of reach of children.

Click to find out about DELTA -8 THC

DELTA-8 THC FACTS



# HIB DEFINITION

- *any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents that is perceived as being motivated by an actual or perceived characteristic — (race, color, religion, gender, etc.) takes place on school property, at a school sponsored event, on a school bus, or off school grounds as provided for in NJSA 18A:37-15.3*



## HIB DEFINITION .....continued

- *that substantially disrupts or interferes with the orderly operation of the school or the rights of other students*  
*and*
- *has the effect of insulting or demeaning any student or group of students*  
*or*
- *creates a hostile educational environment for the student by interfering with a student's education or by severely causing physical or emotional harm to the student*

# CRITERIA FOR A HIB

- *must be motivated by the victim's membership in a protected group/class or groups with disguising characteristics*
- *and*
- *have effect of insulting, demeaning, embarrassing or threatening or causing physical harm to the victim or the victims' property*
- *or*
- *creates a hostile environment that disrupts or interferes with the orderly operation of the school*

# What to do if.....

- **You are:**
- A student and feel that you are a victim of bullying behavior, or you see someone else being bullied.
- **If you are:**
- An adult/parent and you have a child you believe is being bullied or you see another student being bullied.
- Tell someone who can stop it:
  - Teacher
  - Counselor/ABS (Anti-Bullying Specialist)
  - Principal
  - Director of School Management & Student Advocacy

# Internet Safety Protection

- *The Children's Internet Protection Act, requires school districts to develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or **Franklin Township Public Schools:***
- **protects students' use** of electronic communication by assigning student email accounts which are processed through the district server;
- **has a filter which blocks** inappropriate material from school based computers and chrome books and which requires an adult log in to override;
- **utilizes Go Guardian to alert** administration of student attempts to access inappropriate material, when warranted, these reports are typically responded to the following school day.

# Internet Safety Protection

- Students in grades 3 - 12 are provided education via assemblies and course work regarding appropriate online behavior including the use of social networking sites, and cyberbullying awareness and response.
- Additionally, descriptions and consequences for technology based offenses are listed in the district Student Code of Conduct.

*Policy and Regulation 2361 are posted on the district website for your review, Please email [internetsafety@franklinboe.org](mailto:internetsafety@franklinboe.org) with any questions.*



# QUESTIONS

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# ANSWERS