

CLARK LANE LANCER PRIDE



2023-2024 HANDBOOK



CLMS:

Pride in our BEHAVIOR, LEARNING & COMMUNITY!



All students will be held to the following expectations:

- Respond respectfully when any adult speaks to you or makes a request of you.
- Keep your hands to yourself; no rough-housing or horseplay.
- Ensure that your face is visible - pull back hats and hoods when requested.
- Follow the acceptable use policy for technology. Do not touch other people's devices.
- Use appropriate language (no swearing, sexually explicit comments, etc)
- Do not engage in hurtful or abusive behavior targeted at another's race, gender, ethnicity, sexuality, etc.
- Cell phones, smart watches, personal devices, headphones, earbuds are off and away during the school day except with *teacher permission*.

Individual classroom behavior expectations are located in each classroom and communicated by each teacher.

Homeroom	Bathroom	Cafeteria	Hallway	Bus	Assemblies/ Field Trips	Evacuation Procedures
Homeroom is a class. It sets the tone for the rest of the day. Be in homeroom on-time. Get breakfast before homeroom. Be seated in a chair. Be respectful during the Pledge of Allegiance. Listen attentively to announcements. Bring materials for first class. Finish all food and beverages by the end of homeroom. After homeroom, only water is allowed in classrooms.	Sign in and out from the classroom. Bring bathroom pass and hang on hook outside door. Do not exceed the maximum number of students allowed. Keep phones out of the bathroom. Avoid horseplay. Respect privacy of others. Flush. Wash your hands with soap. Keep the area clean. Use trash cans. Return to class promptly. Report any graffiti or vandalism to teacher.	Come in, find a seat, and remain seated. Respect all staff and follow procedures for getting lunch and cleaning up. Be kind and inclusive. Keep voice at conversational level. Do not throw food or make a mess. Keep phones off and away. When an adult signals for attention, stop, look, and listen. Do not leave the cafe without permission. Make healthy food choices. Clean up your area. Return to class quietly-remember classes in session.	Walk on the right to keep hallway traffic moving Get to class promptly. Be considerate of your own and others' personal space. Keep your hands to yourselves. Keep voice at conversational level. Show respect for classes in session. (Do not distract classes by standing in doorways, looking through windows, signaling for someone's attention, etc.) Avoid gossip; speak kindly. Remove headphones/earbuds. Keep belongings in your own locker. Take turns with your locker neighbors.	Be respectful of bus driver and the driver's responsibilities. Follow directions and expectations of driver. Ensure safety for yourself and others. Sit in your assigned section and remain in your seat. Use appropriate language. Keep voice at conversational level. Keep conversations considerate and kind to all who may be listening. Use technology appropriately and respectfully. Use headphones/ No speakers. Do not take photos or videos. Keep hands and feet to yourself. Keep your area clean and damage-free.	Represent our school with a positive attitude. Participate with respect. Follow directions. Clap at appropriate times. Wait patiently and quietly during transitions. Listen attentively. Allow others to listen and learn. Enter/exit by walking quietly. Stay with your group. Use restrooms before the presentation. Have an attentive posture.	Ensure safety for yourself and others. Walk quietly on the sidewalks. Do not cut through the parking lot or touch staff cars. Find your homeroom teacher; line up alphabetically. Stand silently in line. Listen for further instruction. Be respectful of emergency personnel. Re-enter building with your homeroom. Return to class quietly and promptly.

Clark Lane Middle School 2023-2024

Student & Parent Handbook and Agenda

105 Clark Lane; Waterford, Connecticut 06385

860.443.2837

<http://www.waterfordschools.org/clms>

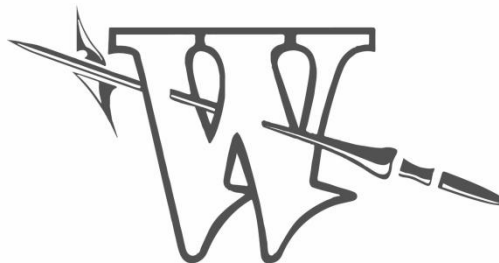
Name _____ Grade _____

Homeroom Teacher _____ Team _____

Counselor _____ PowerSchool Information _____

Part 1 is the Student & Parent Handbook. Every student will be held accountable for all of the rules, policies, and procedures outlined on each page which are based on BOE policy.

Part 2 is the Agenda Book. This should be brought to all classes, everyday and can be used to write down daily and long-term assignments, and upcoming quizzes and tests.



Waterford Public Schools Mission Statement

Waterford Public Schools is a community of learners that fosters and supports high aspirations, ensuring every student acquires the skills and knowledge necessary to be a responsible citizen, prepared to contribute and succeed in an ever-changing world.

Clark Lane Middle School Mission Statement

The mission of Clark Lane Middle School, an innovative community of lifelong learners, is to ensure that every student demonstrates mastery of the academic and life skills necessary to achieve success and becomes a responsible citizen, by engaging students in challenging, comprehensive, and developmentally appropriate learning experiences in a safe environment which fosters integrity and respect within the school, local and global communities.

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August 2023

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 [±]	29*	FD	31	

(2 day ~ 2 cumulative)

- 8/28 – ± Staff Convocation
- 8/29 – * PD - No School – PK-12
- 8/30 – First Day of School

September 2023

Mon	Tue	Wed	Thu	Fri
				1
SH	5	6	7	8
11	12	13	14	15
18	19	20	21	22
SH	26	27	28	29

(19 days ~ 21 cumulative)

- 9/4 – School Holiday (Schools Closed)
- 9/25 – School Holiday (Schools Closed)

October 2023

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
SH	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

(21 days ~ 42 cumulative)

- 10/9 – School Holiday (Schools Closed)

November 2023

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	PD	8	9	SH
13	14	15	16	17
20	21	School Holiday		
27	28	29	30	

(17 days ~ 59 cumulative)

- 11/7 – * PD No School for Students– PK-12
- 11/10 – School Holiday (Schools Closed for Students), P/T Conferences
- 11/22 – 11/24 – School Holiday (Schools Closed)

December 2023

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
School Holiday				

(16 days ~ 75 cumulative)

- 12/22 - Early Dismissal PK-12
- 12/25 – 12/29 – School Holiday (Schools Closed)

January 2024

Mon	Tue	Wed	Thu	Fri
SH	2	3	4	5
8	9	10	11	12
SH	16	17	18	19
22	23	24	25	26
29	30	31		

(21 days ~ 96 cumulative)

- 1/1 – School Holiday (Schools Closed)
- 1/15 – School Holiday (Schools Closed)
- 1/18-1/23 – ** Midterm Exams: Early Dismissal 9-12

February 2024

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
SH		21	22	23
26	27	28	29	

(19 days ~ 115 cumulative)

- 2/19-2/20 – School Holiday (Schools Closed)

March 2024

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	PT	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	SH

(20 days ~ 135 cumulative)

- ** 3/7 – P/T Conferences: Early Dismissal PK-12
- 3/29 – School Holiday (Schools Closed)

April 2024

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
School Holiday				
15	16	17	18	19
22	23	24	25	26
29	PD			

(16 days ~ 151 cumulative)

- 4/8 - 4/12 – School Holiday (Schools Closed)
- 4/30 – * PD No School for Students – PK-12

May 2024

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
SH	28	29	30	31

(22 days ~ 173 cumulative)

- 5/27 – School Holiday (Schools Closed)

June 2024

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	LD	13	14
17	18	19	20	21
24	25	26	27	28

(8 days ~ 181 cumulative)

- 6/6 – 6/11 – ** Final Exams: Early Dismissal 9-12
- 6/11 - ** Early Dismissal PK-12
- 6/12 – Last Day of School Early Dismissal PK-12



NOTE: Snow days will be added onto the school year as needed.

BOE Approved: December 8, 2022
Revised: June 22, 2023

2023-2024 Day Rotation Calendar

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
AUG/SEPT	30	31	1	5	6	7
	8	11	12	13	14	15
	18	19	20	21	22	26
	27	28	29			
OCTOBER				2	3	4
	5	6	10	11	12	13
	16	17	18	19	20	23
	24	25	26	27	30	31
NOVEMBER	1	2	3	6	8	9
	13	14	15	16	17	20
	21	27	28	29	30	1
DECEMBER	4	5	6	7	8	11
	12	13	14	15	18	19
	20	21	22			
JANUARY				2	3	4
	5	8	9	10	11	12
	16	17	18	19	22	23
	24	25	26	29	30	31
FEBRUARY	1	2	5	6	7	8
	9	12	13	14	15	16
	21	22	23	26	27	28
	29					
MARCH		1	4	5	6	7
	8	11	12	13	14	15
	18	19	20	21	22	25
	26	27	28			
APRIL				1	2	3
	4	5	15	16	17	18
	19	22	23	24	25	26
	29					
MAY		1	2	3	6	7
	8	9	10	13	14	15
	16	17	20	21	22	23
	24	28	29	30	31	
JUNE						3
	4	5	6	7	10	11
	12					

Waterford Public Schools Directory

District Offices 860-444-5801

Thomas W. Giard, III

Superintendent of Schools

Craig Powers

Assistant Superintendent of
Curriculum, Instruction and Assessment

Mark Geer

Director of Technology

Joseph Mancini

Director of Finance and Operations

James Miner, III

Director of Building and Grounds

Nancy Sudhoff

Director of Human Resources

Gina Wygonik

Director of Special Services

Board of Education Members

Pat Fedor -Chairperson

Marcia Benvenuti -Secretary

Amanda Gates-Lamothe

Craig Merriman

Kathleen Elbaum

Joy Gaughan

Deb Roselli Kelly

Christopher Jones

Mindy Stone

Clark Lane Middle School Personnel 2023-2024

James M. Sachs, Principal

Tomeka K. Howard, Assistant Principal

Teaching Assistants Principal – (TAP) - Kelly Barnes, Stephanie DiNatali

Grade 6 School Counselor: *Yuan-Yuan Chen*

	<u>HERONS</u>	<u>EGRETS</u>
Language Arts	<i>Dorrian Galvin</i>	<i>Kathleen Morgan</i>
Social Studies	<i>Christine Devito</i>	<i>Diana Corazzelli</i>
Mathematics	<i>Chris Ghiglia</i>	<i>Lisa Sachatello</i>
Science	<i>Matt Guarraia</i>	<i>Lori Venditti</i>

Grade 7 School Counselor: *Bree Dolce*

	<u>OSPREYS</u>	<u>CORAL</u>
Language Arts	<i>Kim Thibeau</i>	<i>Devon Bushey</i>
World Geography	<i>Cheryl Morosky</i>	<i>Liz Sutman</i>
Mathematics	<i>Cristina deCastro</i>	<i>Jay Gionet</i>
Science	<i>Molly Quiles</i>	<i>Chris McNeil</i>

Grade 8 School Counselor: *Stephanie Dinatali*(TAP)*

	<u>SEA STARS</u>	<u>TERRAPINS</u>
Language Arts	<i>Alison Stahl *</i>	<i>Beth Sheridan</i>
U.S. History	<i>Lee Rocha, Jr.</i>	<i>Mark Higgins*</i>
Mathematics	<i>Heather Joyner*</i>	<i>Kristen Eident</i>
Science	<i>Carson Shook</i>	<i>Glenn Williams*</i>

World Language

Spanish	<i>Claudia Dearborn</i>	<u>Music</u>	
French	<i>Amanda Deojay</i>	Band	<i>Aaron Robarge</i>
Latin/Spanish	<i>Nicholas Giori</i>	Orchestra	<i>Lynn Masciarelli</i>
		Chorus	<i>TBD</i>

Unified Arts

Art	<i>Laura Provo-Parker</i>	<u>Health/PE</u>	<i>Audrey Bombaci*</i>
Technology Education	<i>Edward Torres</i>	Health & Wellness	<i>Katelyn Livingston</i>
	<i>Daniel Landeck</i>	Physical Education	<i>Pat Lloyd</i>
Culinary	<i>Lindsay Loguidice</i>		<i>Taylor Shannon</i>

Support Staff

Literacy Interventionist	<i>Jessica Fedor</i>
Math Interventionist	<i>Kelly Barnes (TAP)</i>
ELL	<i>Lauren Benoit</i>
Technology Specialist	<i>Lauren McKenna</i>
Tutor-LA	<i>Cynthia Olson</i>
Tutor – Math	<i>Megan Joyner</i>
Tutor - ISS	<i>Jennifer ODonnell</i>

Special Education

Support Center	<i>TBD</i>
Skills	<i>Jackie Botteon*</i>
Skills/Reading	<i>Danielle Costa</i>
Skills	<i>Mary DePonte</i>
Explorers	<i>Michael Nevins</i>
Reading	<i>Jamie Petchark</i>
Skills	<i>Kaitlyn Sullivan</i>

Paraprofessional Staff

Classroom/IEP support

Mary Falvey
 Teresa Johnson
 Yvette Morales
 Louise Sokol
 Melanie McKinnon
 Ruth Roseland
 Mia Brennan
 TBD
 TBD
 TBD

Related Service Staff

Speech and Language
 Social Worker
 School Psychologists

 Educational Evaluator
 Physical Therapist
 Occupational Therapist

Andrew Nemeth
 Michael Tyskiewicz
 Shannon Murphy
 Erin Heller
 Julie Spaulding
 Melissa Knowlton
 Erin Rose

Other Support Staff

Lunchroom Monitor
 Crossing Guard

Brianna Shuman
 Sandy Flaherty

School Resource Office

Officer Dan Lane

Office Staff

Secretary to Principal
 Secretary to AP
 Guidance Secretary
 Library Aide

Becky Rochester
 TBD
 Carol Abate
 Angela Koning

Nursing Staff

Nurse
 Nurse

Maria Kostopoulos
 Erica McCaffery

Building Substitutes

Colette Driscoll-Long
 Heather Todd
 Chadwick Brown
 Ellen DeShong

Food Service Staff

Cook Manager
 Asst. Cook Manager
 Kitchen Staff

Veronica Ceravantes
 Michelle Petrini
 Alicia Coulombe
 Mary Xirinachs
 Tammy Shuman

Custodians

Head Custodian
 Day Custodian

 Sub Custodian

Trudy St. John
 Seth Coulombe
 Jimmy Gumbert
 Vern McDade
 Jeff Gilger
 Kyle Norton
 Stefania McDade

* Curriculum Leader



CLMS Parent-Student Handbook

Section 1: Parent Information:

Communication

We encourage communication between school and home as much as possible, viewing it as a vital component in our common goal of educating and supporting our students. Parents are encouraged to call or email teachers with questions and concerns that they may have. School counselors are also available, as is our school nurse and the administration.

Main Number – 860.443.2837

Assistant Principal's Office - 860.437.6979

School Counseling Office – 860.437.6983

Health Office – 860.437.6977

To email, type the staff member's first initial and last name followed by @waterfordschools.org.

Also, students and parents can check grade postings anytime throughout the year in PowerSchool.

School Messenger is the system that the district will use to communicate with families via phone and email. Important information is shared on a regular basis, so it is imperative that parents update phone numbers and email addresses annually and as soon as a change occurs during the year. Changes to this information can be reported to Carol Abate in the School Counseling Office. **Emergency Closings** due to inclement weather and/or emergency situations will be communicated via School Messenger and will be posted on local television stations.

Civility (BOE policy 0600a):

The Board of Education expects staff, students, parents and members of the public, while at school, on school property or at a school function to communicate and act in a manner that exemplifies respect for the dignity and worth of all individuals, regardless of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, socioeconomic status, or role within the school community. All adults participating in the school community are expected to communicate and act in a manner consistent with providing positive role models for students. The Board will regulate communications and actions by staff, students, parents and members of the public while at school, on school property or at a school function, when such communications or actions are contrary to these principles.

Specifically, the Board will regulate disruptive communications and/or actions by members of the school community that:

- 1) interfere, disrupt or undermine the effective operation of the school district;
- 2) are used to engage in harassing, defamatory, obscene, abusive, discriminatory or threatening or similarly inappropriate communications;
- 3) create a hostile work environment;
- 4) breach confidentiality obligations of school district staff; or
- 5) violate the law, board policies and/or other school rules and regulation.

Photo/Video Opt-Out Clark Lane Middle School teachers, administrators, and coaches will at times take photographs and videos of students engaged in school activities. These are used by teachers in the form of professional development, as well as by the school to celebrate and communicate the things that are going on throughout our school. At times, these images will be posted to our website or social media, displayed within our school, shared with the media, Board of Education or other uses that are in line with the mission and goals of the district. **If you do NOT wish your child's image to be used in this manner, you must provide that request in writing (email is sufficient) to the administration.**

Parent-Teacher Organization (PTO)

Parents are urged to join and take an active part in the PTO. The PTO supports all Clark Lane students in a variety of ways-through programs, materials, field trips, etc. More involvement means more for everyone. Please visit the CL website for information on meeting times and how you can help!

Distribution of Materials

Printed materials may be distributed to parents by students as a means of communications. All requests from groups or individuals to have students distribute materials to the community, with the exception of school-connected organizations; will be referred to the office of the superintendent to determine whether the request complies with school policy. The principal or his/her designee may approve such distribution providing:

1. The material is related to the school, community, or local recreational or civic activity.
2. The material does not relate to any religious belief or activity, or promote private gain.
3. The material does not promote any outside governmental political party, candidate or position.
4. The material does not promote profit making organizations.
5. The material does not advocate a position regarding a referendum question.

Fees/Financial Assistance

Materials that are part of the basic educational program are provided without charge to students. Students are expected to provide their own supply of pencils and notebooks, although those are provided to any student who needs them. Students/families may be required to pay certain other expenses, including: field trips, cost of lost or damaged materials or books; materials for a class project; student accident insurance; and insurance on school-owned instruments, and instrument rental. Students will not be denied opportunity to participate in any class or school sponsored activity because of inability to pay for material fees, transportation costs, admission prices, or other related expenses. Any student who needs financial assistance for school activities should contact a school counselor, teacher or administrator to request confidential help.

Insurance

Early in the school year students will receive information describing low-cost insurance available through a local company. Both twenty-four hour and school-time coverage is available. School-time protection is limited to claims arising from accidents occurring on the way to and from school, during regular school hours, and on field trips sponsored and supervised by the school. Accidents occurring during school-sponsored athletic events are also covered.

Health Information

The school health office is designated to provide care to students who become ill or are injured while in school. A cumulative health file is maintained for each student. This file includes notations of past illnesses, results of physical examinations, and other pertinent health information. Scoliosis and hearing tests are administered to students in grade 8 and the results are provided to the parents. The School Nurse is on duty during all school hours and is available to parents and students for conferences regarding health issues. Students who are feeling ill should report to their teacher who will then refer them to the nurse. School personnel will render first aid treatment only. If emergency medical treatment is necessary, parents will be contacted. If parents or designated emergency contacts are not available, students will be taken to the emergency room at the hospital. It is important that we have on record accurate emergency contact information so that in the event of illness, parents or delegated contacts can be reached. If a student is to be excused or limited for an extended period from participation in school activities, he/she is required to submit a statement signed by a physician.

All students must present evidence of a physical examination upon enrollment to the district. In order to be considered **compliant for seventh grade**, all physical exams must be done during the sixth grade year. This includes all required immunizations. All students must be immunized against certain diseases and must present a certificate from a physician or local health agency. If the student is not immunized due to medical or religious reasons, a statement from a physician or the parent must be provided.

Students with any medical condition which may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse. Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Medications

School personnel are under mandate to handle medications in a very specific manner in accordance with state statutes. Highlights from the statutes are as follows:

- No medication will be administered without a completed form, *Authorization for the Administration of Medicines by School Personnel*. This form must be signed by the student's physician and parent or legal guardian. This policy covers all prescription drugs, and all over-the-counter-medications including aspirin and aspirin substitutes. Forms are available in the Health Office.
- No medications, prescription or non-prescription, are to be self-administered in school.
- Medications must be delivered directly to the school nurse or Principal by parents.
- Medications must be delivered in, and dispensed from, a container properly labeled with the original prescription date, name of doctor and patient, name and strength of medication, and directions for administering.

Section 2: PRIDE Model- Expectations

CLMS has adopted a PBIS (Positive Behavioral Interventions and Support) model for teaching and reinforcing common expectations throughout the school. The goal is to create the best possible learning environment for all students through the teaching of expected behaviors, reinforcing positive examples, and addressing misbehavior in a way that is respectful and productive for those involved (limiting recidivism and allowing for restoration when possible).

All students should be familiar with the "Super Matrix" located on the inside front cover of the handbook, on the CLMS website, and throughout the building. In addition, individual matrices have been developed for each classroom to outline the specific expectations in those spaces. You will notice that expectations are sorted into three categories, all around developing and demonstrating PRIDE in behavior, learning, and community.

- ***Pride in our behavior*** reflects personal choices that students make about how they represent themselves, their families, and the community in various settings throughout the building and events held off school campus;
- ***Pride in our learning*** demonstrates the characteristics that enable students to be the best students they can be; and
- ***Pride in our community*** is those things that make the shared school environment safe and comfortable for others.

ACKNOWLEDGMENTS/ PRIDE CARDS

As part of our PBIS model, it is important that staff recognize students who demonstrate PRIDE in their behavior, their learning, and their community. Staff will acknowledge students by giving them a PRIDE card and by verbally stating to the student why they are receiving it. Students will make sure their first and last name are on the card, as well as their homeroom teacher. As they are walking to or from lunch, or at any other convenient time (not class time), they can bring their cards to the main office and deposit them in to the jar for their grade level. Every Friday, the jars will appear on morning announcements. Two names will be drawn and announced for each grade. Students will report to Mrs. Howard's office to choose their prize. (Prize examples: lunch with friends outside of the lunch room, first in lunch line for a week, Lancer merchandise - list is subject to change throughout the year)

There are some specific **expectations** at the top of the matrix that are relevant across settings and also have been areas of concern around CLMS in the past. Particular attention should be given to the following:

Expectation	Brief Explanation
Respond respectfully when any adult speaks to you or makes a request of you.	Respectful discourse is essential for the functioning of a school environment.
Follow the acceptable use policy for technology. Do not touch other people's devices.	It is important to always use school devices and technology for educational purposes.
Cell phones, smart watches, devices, headphones/ airpods - off and away, except for clearly-defined classroom use	Students are expected to have their phones OFF and AWAY during the school day. This helps us to maintain a focused learning environment.
No hurtful, abusive language, swearing ; no language indicating that another person should engage in self-harm.	Students must avoid statements that are discriminatory (racist or bigoted towards a particular person or group), or are offensive in nature as they could be deemed harassment or bullying.

No rough-housing/horseplay	Rough housing and horseplay creates unintended safety concerns for those involved and those nearby. Students cannot put others at risk for injury through “fooling around.”
Lunch - Students should go to the cafeteria, unless they have a pass from a teacher.	Students must be accounted for during lunch, and therefore cannot be anywhere other than the cafeteria without written permission.
After homeroom, only water is allowed outside the cafeteria.	Students cannot carry beverages and snacks throughout the building as spills cause problems with ants and mold. Students will be asked to throw away food or drink that is not finished by the end of homeroom (including coffees, specialty drinks, and other items purchased outside of school).

The following are explanations of other school and district behavioral policies that all students and families should be aware of. **It is important to note that per BOE policy, students are subject to disciplinary action if their misconduct is seriously disruptive of the educational process and violates publicized Board of Education policy ***even if such conduct occurs off-school property and during non-school time.*** This is especially relevant in regards to social media use that is harassing towards others creating a hostile and emotionally unsafe environment in the school setting**

Bus

The district has installed video-recording equipment on school buses to monitor school transportation and discipline. Students violating bus conduct rules will be notified and disciplinary action will be taken. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate. Videotapes shall be treated as protected student records under the Family Educational Rights and Privacy Act. Students are expected to be respectful, helpful and to not interfere with the driver’s ability to do his/her job- which is to safely transport students to and from school.

Buying/Selling of Items

There is to be no buying or selling of candy, gum, beverages, shoes, or any other item by students to/from students.

Cell Phones / Electronic Devices/ Tablets

Cell phones should be turned off and are not to be used during school hours. Students may ask a teacher for a pass to use the telephone in the main office or in the guidance office for any emergency. Students may access their phones during school hours if given explicit permission from a teacher to do so. **There should be no expectation that students can communicate with parents via student cell phones during the school day.** Parents should call the office if they need to get a message to their child before the end of the day.

Students who are found to have texted or called parents during the day without permission will be subject to discipline.

- iPods/kindle readers/tablets/ cell phones and other electronic devices are permitted during the school day ONLY when their use is approved by the teacher in charge and is for an educational purpose. All aspects of the Acceptable Use Policy apply to students’ use of their personal devices.
- Students are not permitted to take photos or videos of other students while at school, on the bus, or at any school related function unless for an educational purpose with permission from the teacher.
- If a teacher feels that a student is not using an electronic device for a legitimate purpose, *she/he may confiscate the device and submit a referral to the administration.*
- CLMS is not responsible for loss or theft of any electronic device. Parents should review responsible use with their child.

Dress Code (BOE policy 5132)

Students are encouraged to dress in clothing appropriate for school. The Board of Education seeks to maintain an environment conducive to the educational process and therefore **prohibits** the following from wear during the academic school day:

- Coats/jackets and other attire normally worn as outerwear.
- Hats, bandanas, and other non-religious headwear, including sunglasses
- Footwear that may damage the floors or pose a safety hazard
- Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures

- Attire or accessories depicting or suggesting violence
- Attire or accessories which depict logo or emblems that encourage use of drugs, tobacco products or alcoholic beverages
- Shirts and/or blouses which reveal the abdomen, chest, or undergarments.
- See-through clothing, tank tops or sleeveless shirts.
- Shorts, miniskirts, or pants which reveal the upper thigh or undergarments.

General Rule regarding clothing: All students should be covered from their *mid-chest to mid-thigh range*, with no undergarments exposed (this includes pants being pulled up over hips and sleeves covering all straps)

Unsafe Behavior / Horseplay / Hands on Others

Physical play such as pushing, wrestling, and “rough-housing”, etc. can lead to injuries. While this outcome may be unintentional, this kind of physically assertive behavior is dangerous in crowded halls and will result in consequences.

Substance Abuse (BOE policy 5131.6)

The school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances, including marijuana, or intoxicants of any kind, on school grounds or during school activities. This includes any over the counter substance used not as intended.

Students shall not possess, smoke or otherwise use tobacco-based products, including electronic cigarettes, or any type of vaping device- tobacco, or non-tobacco- on school property or at any school-related or school-sanctioned activity.

Weapons and Dangerous Instruments (BOE policy 5131.4)

No guns, knives, other weapons, weapons facsimiles or threatening objects, including martial arts weapons, capable of threatening or causing injury or death, may be brought onto school grounds or to a school sponsored activity. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution as well as appropriate disciplinary action. Any student found to be in possession of a weapon on school grounds or during a school-activity will be referred to the Board of Education for an expulsion hearing.

Harassment / Sexual Harassment (BOE policy 5145.5)

Teasing, taunting, or otherwise disrespecting the rights of others is not tolerated at Clark Lane Middle School. Sexual comments, innuendos, or advances will not be tolerated. Comments regarding race, religion, gender, sexual orientation, or physical attributes will not be tolerated. Any student who believes that he or she has been subjected to harassment should report the alleged misconduct immediately to the Principal or Assistant Principal, either verbally, or through the filing of a formal complaint.

Bullying (BOE Policy #5131.911)

The Waterford Board of Education is committed to creating and maintaining an educational environment free from bullying, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is prohibited. Students who engage in bullying or retaliatory behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “**Bullying**” means the repeated use by one or more students of a written, verbal or electronic communication, such as cyberbullying, or a physical act or gesture directed at another student attending school in the same school district that:

- 1) causes physical or emotional harm to such student or damage to such student’s property;

- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Cyberbullying:

Cyberbullying is defined as any act of bullying through the use of the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Teen Dating Violence

Teen dating violence means “any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.” Students who engage in teen dating violence are subject to school discipline based on how it relates its impact on a safe school climate. (Public Act 14-234)

Reporting Suspected Acts of Bullying (including cyberbullying, harassment, or teen dating violence as described above)

There are many ways to report suspected acts of bullying or harassment to school personnel. **ANYONE** can make a report of a suspected act of bullying. Form #1 from BOE policy 5131.911 is available in any school office and on the Clark Lane website. This form can be completed and submitted by ANY STUDENT, PARENT, OR STAFF MEMBER. The document can be submitted anonymously if desired, however disciplinary action cannot be issued based solely on an anonymous report. All reports of suspected bullying will be investigated by the Safe School Climate Specialist (Assistant Principal).

Section 3: Discipline Procedures/ Process

We believe every student has the right to feel safe and comfortable coming to school. Every student has the right to learn in a calm, organized, and well-managed classroom. Students who infringe on these rights will be subject to intervention and/or disciplinary action.

Expected behaviors are outlined in the matrix in the inside front cover of this handbook. Infractions are documented on a referral form, and categorized as either a MINOR or a MAJOR. A MINOR infraction is one that a staff member handles on his or her own, whereas a MAJOR infraction is one that is referred immediately to an administrator to be addressed.

For a **MINOR** infraction, the staff member will have a conversation with the student about his or her behavior and reteach the expected behavior. In addition, the staff member may offer an opportunity for a restorative intervention (such as a mediation between two students in a conflict.) or may issue a consequence (such as a “teacher detention”- see below for information about this particular action). Any teacher who completes a referral form for a MINOR infraction for one of their students will communicate with a parent about the referral. The “Actions Taken” will be recorded and the referral will be submitted to the office for entry into our **SWIS (School Wide Information System) database**.

The **PRIDE committee** (which is comprised of several staff members and administration) will review this referral data to look at both whole school and individual trends. Whole school trends will be addressed by administration with staff (i.e. a pattern of referrals when kids return from lunch would indicate a need to increase adult supervision in the area). Patterns with individual student data will be addressed with the student, parent, and team (i.e. a student who has received several referrals in different settings for disrespectful language would indicate a need for either different consequences, or additional support or intervention to eliminate the behavior).

It is important to note that **3 MINOR referrals in the same category = a MAJOR infraction**, which means the repeated “minor” behavior will be addressed by administration and consequences could be more significant.

Teacher Detentions are held with the teacher who assigned it. Students are given written notification of their detention at least 24 hours prior to the date it is to be served (minor referral form). Detention begins promptly at 2:40 and ends at 3:40. Failure to report for a teacher detention will result in further consequences.

MAJOR referrals are for those behaviors that are extremely disruptive to the educational environment and impacts the rights of others to learn. Please review the referral form which has descriptions of those things that immediately constitute administrative intervention.

Students who are referred to administration with an outright MAJOR offense, or a series of related MINOR offenses, will have the opportunity to meet with either the Principal or the Assistant Principal. At that meeting, the student will have the opportunity to share his/her perception of the events and provide any information that would help the administrator understand the situation in its entirety. It is our goal that students who make a decision that results in a referral to the office will be able to identify what they did and the possible reason(s) why, how it impacted others, how they can make amends if needed, and what they can do to ensure it doesn't happen again.

As a result of the meeting, a number of things could happen:

- A consequence may be issued*
- A meeting with the administrator, a teacher, and the student may occur
- A referral to the school counselor, social worker, or school psychologist might be made.
- A mediation might occur between two or more students
- A phone call and/or parent meeting may be scheduled
- A referral to SRBI for additional behavioral supports might be made
- Or an alternative task/ consequence might be developed for a student given a unique circumstance

*Disciplinary actions may include office level consequences such as **lunch detention, afterschool detention, Friday Detention, temporary removal from class, or in-school suspension**. *Out-of-school suspension* is used sparingly and only in cases when a student poses an immediate threat to him/herself or others, or engages in misconduct while in in-school suspension.

Afterschool Office Detention

Office Detentions are held on Mondays, Tuesdays, and Wednesdays when late busses are offered. ODs are issued by school administrators for violation of school rules or procedures. Students are given written notification of their detention at least 24 hours prior to the date it is to be served. A copy of the discipline referral will be mailed to parents/guardians as well. Detention begins promptly at 2:40 and ends at 3:40. Failure to report for a detention will result in additional consequences. Students will not be excused from detention for extra-curricular events or activities. Students may take the late bus home.

Lunch Detention

Lunch detentions can be assigned by an administrator for those infractions directly relating to behavior in the cafeteria, or for other infractions where separation from peers in that setting is an appropriate consequence. Students will be told where to report for their lunch detention. Students who need to get lunch from the cafeteria will report directly to the lunch line to go through at the beginning so they can arrive promptly to their detention. Late arrival could mean additional lunch detentions will be assigned.

Friday Detention

A Friday Detention is a more significant consequence than a regular afterschool detention, as it is offered on a Friday afternoon, and runs until 4:30 PM. Students who are issued a Friday detention will need to have their own transportation arranged promptly at the conclusion of their detention as there are no late busses available.

Bus Suspensions

The administration may suspend transportation services for any student whose conduct while waiting for, or receiving, transportation, to and from school, endangers persons or property or violates a publicized Board policy.

In-School Suspension (ISS)

In-School Suspension is served in our ISS classroom. Students are given their academic assignments and are instructed to work cooperatively and quietly. Failure to be cooperative and productive may result in further disciplinary action. While in ISS, students are ineligible for participation in after-school activities (including but not limited to clubs, sports, dances, activity nights, team activities, field trips) unless their ISS assignment ends before 11:00 A.M. on the day of the activity/event. When issuing an in-school suspension, the administration will make every effort to contact the parent immediately, but reserves the right to hold the student in the office or suspension

room until such contact can be made. In addition, a parent meeting may be requested prior to the end of the suspension to establish a re-entry plan that includes strategies to help ensure the behavior does not repeat.

Out-of-School Suspension (OSS)

Out-of-School Suspensions are served at home and are reserved for those situations in which a student poses a threat to self or others. Parents are instructed to pick up academic assignments after 2:35 P.M. of the first day of suspension so students can work on their assignments at home. While on suspension, students are ineligible for participation in any school activities (including but not limited to clubs, sports, dances, activity nights, field trips). In addition, a parent meeting may be requested prior to the end of the suspension to establish a re-entry plan that includes strategies to help ensure the behavior does not repeat.

Expulsion

Students may be expelled from school for up to one full year for serious violations of the discipline code. The Board of Education may expel students from school privileges if, after a full hearing, the Board finds that the students' conduct on school grounds or at a school-sponsored activity endangers person(s), or property or is seriously disruptive of the educational process or is in violation of a publicized Board policy. In addition, the Board of Education may similarly expel students if it finds that the conduct off school grounds is in violation of such policy and is seriously disruptive of the educational process. Students who have been expelled will be eligible for an alternative educational program. Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

In determining whether conduct is "seriously disruptive of the education process" for purposes of suspension and expulsion, the administration, and the Board of Education or impartial hearing board, may consider, but consideration is not limited to:

- (1) whether the incident occurred within close proximity of a school,
- (2) whether other students were involved, or whether there was gang involvement,
- (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and
- (4) whether the conduct involved the use of alcohol, drugs or intoxicant of any kind.

Students should be aware that a school campus is not immune to the law. Illegal acts of any kind will not be tolerated and can result in referral to the School Resource Officer or other member of the Waterford Police Dept. While any infraction which disrupts the educational environment will be met with strict behavioral consequences in school, acts which threaten or endanger the safety of others will result in off-campus suspensions and possibly expulsion from school for up to a full year. (Refer to BOE Policy #5114 for further information)

Search and Seizure

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk/locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that School Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein. Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Disciplinary Appeal Process

The student appeal process for discipline must be started within two (2) school days of assignment of discipline consequence. If a student believes that a classroom decision is unfair, the student has the right to appeal by asking to speak with the teacher on non-class time. Then, if necessary, the student may:

1. Schedule a meeting with parent, teacher, and student.
2. Schedule a meeting with the parent, teacher, student and Assistant Principal.

If a student believes that a decision made by the Assistant Principal is unfair, the student has the right to appeal by:

1. Scheduling a meeting with the Assistant Principal

2. Scheduling a meeting with the parent and the Assistant Principal.
3. Scheduling a meeting with the parent, student, and Principal.

NOTE: The disciplinary appeal process stops with the decision of the Principal.

On the following pages, are the following important documents related to our discipline procedure:

- CLMS referral form with Minor/Major infractions defined
- Consequence grid, which is a guideline used by staff and administrators for addressing behaviors, but ultimately make decisions based on the unique circumstances within each situation.

CLMS Behavior Documentation Form

Pride in our BEHAVIOR

Pride in our LEARNING

Pride in our COMMUNITY

Student: _____ Referring Staff: _____ Sub ☐

Date: _____ Clock time: _____ Grade: _____ Team: _____

Location of Incident: ☐ Bathroom ☐ Bus ☐ Cafeteria ☐ Specific Hallway: _____
☐ Assembly ☐ Field Trip ☐ Evacuation ☐ Classroom: _____ ☐ Other: _____

Problem Behavior (Check the MOST accurate category; Refer to definition sheet for clarity of categories)

MINORS (Teacher Managed)

- ☐ Defiance
- ☐ Disrespect, mean-spirited
- ☐ Disruption
- ☐ Dress Code
- ☐ Inappropriate Language
- ☐ Property Damage/Misuse
- ☐ Physical Contact
- ☐ Tardy to Class
- ☐ Technology/Cell Phone Violation
- ☐ Other:

MAJORS (Administrator Managed)

- ☐ Defiance/Insubordination ☐ Disrespect
- ☐ Disruption ☐ Technology Violation
- ☐ Skipping Class ☐ Property Damage/Misuse
- ☐ Lying/Cheating
- ☐ Inappropriate or Abusive Language targeted at another's:
 - ☐ Disability ☐ Race/Ethnicity ☐ Gender ☐ Appearance ☐ Religion
 - ☐ Sexual Orientation ☐ other : _____
- ☐ Possession/ Use of inappropriate substance:
 - ☐ Tobacco/Vaping Device ☐ Drugs ☐ Alcohol ☐ Weapon
- ☐ Physical Aggression:
 - ☐ Fighting ☐ Result in injury/humiliation ☐ Sexual Contact
- ☐ Other:

Description of Incident:

Possible Motivation: ☐ AVOID adult attention ☐ AVOID peer attention ☐ AVOID task/ situation
☐ OBTAIN adult attention ☐ OBTAIN peer attention ☐ OBTAIN task/ object ☐ Unknown ☐ Other:

Others Involved: ☐ Peers ☐ Teacher ☐ Staff ☐ Substitute ☐ Unknown ☐ None ☐ Other:

*Please list the specific names of others involved (particularly targets of inappropriate behavior) on a separate piece of paper.

Action Taken

Teacher (or Admin) issued:

- ☐ Conference (Reteaching)
- ☐ Time in Office/ Temp. Removal from class (# of mins: _____)
- ☐ Restitution(mediation,apology,other)
- ☐ Loss of Privilege:
- ☐ Teacher Detention Date: _____
- ☐ Parent Contact Date/Method: _____

Admin issued (initial: _____)

DETENTION:

- ☐ Lunch: _____
- ☐ Afterschool: _____
- ☐ Friday: _____
*parent pick-up at 4:30
- ☐ Suspension: _____

Comments/Other:



CLMS Consequence Grid

Pride in our BEHAVIOR

Pride in our LEARNING

Pride in our COMMUNITY

Minor (Teacher-Managed)

The following is a guideline for suggested consequences that may be assigned by a teacher for a particular offense. It is not necessarily a progression, rather a menu of typical actions a teacher may take.

*3 documented Minor offenses in a given category will result in a Major referral

PARENT CONTACT will occur with EVERY documented Minor infraction

Defiance -Work refusal -Refusing simple directions	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Time in office	Teacher Detention
Disrespect -Mean-spirited comment/gesture (Rolling eyes, huffing, sighing, teasing, name-calling) -Rude response to adult or other; talking back	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Restitution (i.e. apology)	Teacher Detention
Disruption -Making noises, constant talking, yelling out or blurting, throwing objects, out of seat	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Time in office	Teacher Detention
Dress Code -Body covered from upper chest to mid-thigh -No hoods/hats unless teacher approves -Suggestive/explicit clothing prohibited per BOE Policy	Student will be required to make appropriate clothing adjustment -Put on sweatshirt/long sleeve shirt/pants/etc. -Remove hat/hood if disruptive to learning environment -Change to alternate clothing (use PE clothes, call parent if necessary)		
Inappropriate Language -Negative, impolite talk -Swearing -Words/phrases used in inappropriate context *Targeted language is automatically referred to administration as a Major offense	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Restitution (i.e. apology)	Teacher Detention
Property Damage/Misuse -Defacing books, pencils, classroom supplies, PE equipment, computers/keyboards -Minor vandalism (such as writing on desk or other's property)	Conference with Student (Reminder/Reteaching)	Restitution (Financial or repair or cleaning of damaged materials)	Loss of Privilege
Physical Contact -Horseplay -Pushing/ Shoving/ Poking/ Tripping	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Time in office	Teacher Detention
Tardy to Class -Arrival after bell or beyond reasonable leeway allowed by teacher	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Restitution (i.e. extra work, held after class, if/ when possible)	Teacher Detention
Technology/ Cell Phone Violation -Cell phone visible during day/ Using cell phone when not permitted -Earbuds in/headphones on at inappropriate times -Off-task behavior/ on websites/games without permission	Conference with Student (Reminder/Reteaching or Restorative Procedure)	Loss of Privilege (Confiscate personal device; or remove access to school technology)	Teacher Detention

Major (Administrator-Managed)

The following is a guideline for progressive discipline that the Administrator will use for the majority of students (Tier 1). Every situation is different, and so variations to this progression could occur (i.e. an alternative consequence or opportunity for restoration; or a more significant consequence if the behavior within the category is extreme). Some potential variations are noted below.

Students who demonstrate repeated difficulties adhering to school expectations (repeat offenders -Tier 2/Tier 3) will be referred to a disciplinary review team, Student Assistance Team (STAT), and/or Planning and Placement Team (PPT). Interventions and supports will be put in place and alternate consequence plans may be developed.

BUS REFERRALS- Misbehavior on the bus could fall into any category below. Assigned seat and/or Bus Suspension are potential consequences in addition to consequences listed below.

Defiance/Insubordination -Blatant refusal of directions/request of adult in charge	1 Office Detention	2 Office Detentions	Friday Detention
	If the student behavior creates a safety concern or alarm amongst other students, then a more significant consequence may be imposed. (1 – 10 days ISS)		
Disrespect -Profanity/ gesture directed at another person (F word, flipping off, etc.) -Repetitive minor incidents that normal classroom consequences are not addressing	1 Office Detention	2 Office Detentions	Friday Detention
Disruption -Excessive talking/yelling resulting in teacher not able to teach, students not able to learn	1 Office Detention	2 Office Detentions	Friday Detention
Dress Code -Ongoing pattern of Dress Code violations	Student will be required to change clothing; refusal to change or not adhering to alternate attire will be treated as insubordination resulting in:		
	1 Office Detention	2 Office Detentions	Friday Detention
Inappropriate or Abusive Language -Blatant or excessive swearing, vulgar language -Abusive language: offensive, targeted at member of identified group* (please specify)	1 Office Detention	2 Office Detentions	Friday Detention
	*Comments targeted to students of an identified group or protected class are subject to immediate In-School Suspension (ISS) (2 – 10 days ISS) *Repeated behavior in this area could be deemed bullying or harassment; see below.		
Property Damage/Misuse -Excessive, permanent defacing of peer/ teacher /school property -Vandalism (breakage, spray paint or permanent damage)	1 Office Detention	2 Office Detentions	Friday Detention
	*Financial Restitution could be imposed in property needs to be repaired or replaced.		
Physical Aggression: Repeated horseplay	1 Office Detention	2 Office Detentions	Friday Detention
-Fighting, hitting/punching with intent to harm -Loss of control out of Anger -Physical intimidation/Posturing -Sexual contact	Physical aggression that involves fighting or behavior that leads to a fight will result in consequences ranging from 2 days ISS – 10 days OSS Students who are a danger to themselves or others are subject to immediate removal from school through Out of School Suspension (OSS) and referral to the police department.		
Skipping Class -Missing substantial class time without permission (Cut Teacher Detention)	1 Office Detention	2 Office Detentions	Friday Detention
	Pass Restriction will be considered. Skipping the school day (or attempting to skip the entire day) = 1- 5 ISS		
Technology Violation -Refuses to give tech equipment to the staff member -Accessing “off limit” and inappropriate websites on school computer -Using school equipment to send mean-spirited or inappropriate messages to others	1 Office Detention	2 Office Detentions	Friday Detention
	-Loss of privilege/ access to school computers or network -Phone/ device “check- in” daily in AP office for designated period of time		

Major (Administrator-Managed) continued			
Lying/ Cheating -plagiarism, blatant cheating, forgery	1 Office Detention	2 Office Detentions	Friday Detention
	*Grade of 0 on task; ability to make up grade or assignment is at the discretion of the teacher.		
Possession/ Use of inappropriate substance: -Tobacco product, vaping device	POSSESSION of Tobacco/ Vaping Material	2 Office Detentions	Friday Detention
	USE of Tobacco/ Vaping device or any over-the-counter product in an unintended manner (medicines, aerosols, mixtures)	1-3 ISS	3- 5 ISS
-Drugs, alcohol, weapons: BOE Policy 5131.6 defines actions to take and when a student is believed to be in possession of or under the influence of drugs/alcohol (3 ISS- 10 OSS; potential for expulsion); Referral to police and/or assistance program. BOE Policy 5114 defines weapons and other dangerous instruments and delineates levels of consequences up to and including mandatory expulsion (see below).			
Bullying/Harassment- BOE Policy 5131.911 outlines the reporting and investigation procedure for bullying. Students who are found to be perpetrators of bullying through investigation will receive consequences (2 – 10 days ISS), other remedial actions (such as change to class schedule, and other restrictions within the building), a support/ intervention plan to ensure behavior doesn't continue (i.e. counseling), and possible referral to law enforcement. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classification (such as race, religion, color, national origin, sex, sexual orientation, age or disability), an additional investigation under Title IX / BOE Policy 5145.5 will occur.			
Consequences for behavior off school grounds or outside of school hours: Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Conn. Gen. Stat. Section § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol... or the use of drugs.			
Mandatory Expulsion- Per BOE Policy 5114, "A principal must recommend expulsion if a student: 1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm...; or 2. off school grounds, possessed a firearm..., or possessed and used a firearm..., a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime ...; or 3. was engaged on or off school grounds in offering for sale or distribution a controlled substance..., whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties..."			

Section 4: Academic Program

In Accordance with BOE policy (6142), the academic program for CLMS students will include the following coursework:

CORE: Language Arts, Mathematics, Science, Social Studies (meet daily for the entire school year)

Mathematics Placement Criteria: Grade 6, 7 & 8 placement is determined by a combination of performance on standardized testing, teacher recommendation and past classroom performance. There are generally two levels of math offered- Grade Level or Accelerated. Students placed in the Accelerated paced program in grades 6 & 7 will be on track to take Algebra 1 in Grade 8.

NON-CORE:

Unified Arts – Each course meets every other day for 1 trimester:

Gr. 6: Tech Ed, Art, and Academic Study Hall

Gr. 7: Health, Finance & Web Literacy, and 1 course of choice (i.e. Art, Culinary, Multi-media, and others)

Gr. 8: Wellness, & 2 courses of choice (i.e. Art- Ceramics, Drawing or Painting, Advanced Culinary, 3D Designs & Creations, and others)

Physical Education- meets every other day for the entire school year. **A change of clothing is required** and should include t-shirt, shorts or sweatpants, and laced sneakers.

*Students who receive a medical exemption from PE due to injury or chronic illness must submit their doctor's note to the nurse's office. PE restriction will be in place until the date indicated on the original doctor's note or additional documentation from medical staff is provided.

World Language**- meets every other day for the entire school year. Students in grade 6 will be exposed to three languages (French, Latin, and Spanish), one per trimester. At the end of the 6th grade year, students will identify their preference of a language to study for their 7th and 8th grade years (Placement in the language preference is not a guarantee and is dependent on staffing and space availability). Upon completion of 2 years at the middle school and successful mastery of the content as demonstrated through mid-term and final exams given in 8th grade, students will be eligible for placement in level 2 of their chosen language at Waterford High School.

Music** Grade 6 Music Elective- meets every other day for the entire school year. All students** will choose to take either Band, Chorus, Orchestra, or General Music. It is our hope that students engage in one of our music ensembles (band, chorus, orchestra) while at CLMS. Students entering grade 6 will make their selection in the spring of grade 5. Students wishing to be in more than one ensemble will chose one to be their primary for scheduling and grading purposing. The ensemble directors will work out a plan to "share" that student for rehearsals.

At the end of 6th and 7th grades, students will be automatically re-enrolled in their ensembles for their 7th and 8th grade years respectively. Students who wish to drop their ensemble for the following year will have the opportunity to complete a "drop form" before the end of the school year. This request MUST be made in the spring as there are significant scheduling and staffing decisions made in the spring and summer months that prohibit changes from occurring in the fall. NO students in a grade 7 or 8 ensemble will be allowed to drop in the fall of that school year unless there is an extenuating circumstance approved by the ensemble director and an administrator.

Students in grade 6 will be permitted to change ensembles or move to general music within the first 3 weeks of school IF approved by the ensemble director. The student should speak with the ensemble director to receive a drop form to submit to the guidance office.

**Students may be exempt from World Language or Music if additional academic support is deemed necessary through SRBI/STAT team recommendation, 504 plan, or PPT.

Support Services

Clark Lane Middle School maintains a "network" of support providers who ensure that students' needs are addressed in a comprehensive and timely manner. This network is comprised primarily of three *School Counselors*, a *School Social Worker*, two *School Psychologists* and our *School Nurses*. Furthermore, our academic teams meet regularly to plan intensive alternative strategies for students who have unique educational needs. Several educational programs and resources are available for students in need of additional support. Parents are encouraged to contact their child's School Counselor with any questions or concerns.

SRBI (Scientifically Research Based Interventions) allows ALL students access to additional academic or behavioral support. Interventions are tiered and are targeted to student's weak area(s). Ideally, students receive short-term intervention and as progress is noted, return to a "regular" placement. Placement and exit is based on established criteria and done via STAT (Student-Teacher Assistance Team). Academic Interventions include:

Tier 2- Support is provided by a general education teacher

Academic Study Hall Math- areas of focus tend to be on re-teaching and reviewing skills being taught in the regular math classroom

Academic Study Hall Literacy- areas of focus tend to be on re-teaching and reviewing skills being taught in any content area in which the use of literacy skills is impacting success with content.

Academic Study Hall- general areas of focus tend to be on study skills, organization, and work completion.

Tier 3- Support is provided by either a Math or Literacy Specialist; groups are generally smaller than tier 2 interventions; **focus is on specific skill deficits**

AIM- (Mathematics support) & REACH- (Reading support)

Special Education provides academic and/or behavioral support to students who with an identified disability. Students who are not successful after receiving interventions through SRBI may be referred to a PPT (Planning and Placement Team) meeting. In addition, parents have the right at any time to request a referral to special education. If you have concerns about your student's progress at any time, and feel they might benefit from additional services, please contact your child's school counselor.

Homework

Homework is a critical factor in academic success, providing students the opportunity to practice what they have learned in the classroom. Homework also promotes self-discipline and self-directed study skills. While completion of homework is the student's responsibility, parents can support their children by:

- Checking daily to ensure that homework assignments have been noted in the *Handbook/Calendar Booklet*
- Providing a quiet place, away from all distractions
- Structuring a regular, consistent time period for homework completion.

After 2 days of absences, parents/students can request make-up assignments by calling the Guidance Office. Homework assignments are posted daily on our website.

Homework will not be given in advance for absences due to vacation (See BOE policy). It is the responsibility of the student to complete all assignments within 3 school days of his/her return from school absence.

Academic Integrity

Students are responsible for all work that is assigned to them and should always complete work to the best of their ability, without the cheating or plagiarizing.

Cheating includes, but is not limited to; use of AI applications to write or create assignments intended to be a measure of student abilities in a discipline; unauthorized talking during a test/quiz, leaving papers uncovered, using electronics to copy or record tests or assignments, using electronics to seek answers when not permitted, or violating teacher directives during testing. Academic dishonesty includes copying homework or class assignments. Teachers will have the discretion to allow AI methods for research.

Plagiarizing includes copying information directly off the internet or from another source without citing the reference source.

Students are not to give their completed work to or to take the completed work of others. In this situation, all students would be subject to discipline.

Consequences of violating this policy include a grade of ZERO on the assignment for all involved, parent/guardian notification, possible referral to the administration, and elimination for consideration for any school-based awards or recognitions.

CLMS Retake Policy

We believe in a growth mindset and value that the learning process varies for each student. While students are expected to put forth their best effort on all assignments, some students may require additional time and instruction to master content. To this end, Clark Lane teachers encourage students to try again when they do not achieve mastery.

Retake Guidelines

- Students will be given the opportunity to retake all major assessments they have not mastered (scores less than 75% or below proficiency on rubric). These include summative assessments such as unit tests and tasks directly related to the standards presented in the curriculum. Other graded assignments may be retaken at teacher discretion.
- When students retake assessments, the higher score will be used to calculate the final grade. The original score will be noted in the comment section in PowerSchool.
- A minimum of one retake per major assessment will be offered; additional retakes will be offered at teacher discretion.
- Teacher will indicate to students if an assignment is eligible for retake and will note if student took advantage of the opportunity.
- Teacher may decide to modify the format of the assessment for a retake based on individual student needs.

Retake Protocol

- The student must make a request for a retake within five school days from the date the assessment is returned. Per teacher discretion, this timeframe may be extended.
- The retake does not need to take place within five days of the grade being shared.
- The student will be given a sufficient amount of time to relearn the content prior to a retake.
- The student and teacher will both agree to a learning remediation plan prior to a retake. This plan will include an understanding of why the student did not reach mastery and an outline of steps to improve chances of success. Teachers may use the CLMS Learning Remediation Plan.
- Parents will be notified if a pattern of refused retakes is observed, and the student may also be referred to the STAT team.

Grading System / Parent Portal of PowerSchool

Grades are issued three times each year. Report cards and Progress Reports are NOT mailed home each trimester. Parents will be asked to log in to PowerSchool to check academic progress at the midpoint and end of each trimester. The final year-end report card will be mailed home. Students are graded on an A+ through F system. Incomplete grades must be made up within ten school days from the time that grades close. Parents and students are able to view grades at any time throughout the year through the parent portal of PowerSchool. Information including student and parent passwords is mailed home from the Guidance Office at the beginning of the year.

Promotion and Retention

Students who **fail two or more core subjects** will not be promoted to the next grade, but will be referred to Summer School. Upon successful completion of Summer School, students will be promoted. *Eighth grade students who fail two or more subjects will not be allowed to participate in the eighth grade promotion ceremony.*

In accordance with BOE policy 5113 regarding attendance in school, students who are absent 28-44 will not be promoted to the next grade, but will be referred to Summer School. Upon successful completion of Summer School, students will be promoted. Students who are absent 45 or more days will not be promoted to the next grade. *Eighth grade students who are not promoted due to attendance will not be allowed to participate in the eighth grade promotion ceremony.*

Field Trips

Field trips are an important part of the educational experience at CLMS. Each year, several opportunities are available for students to enrich their understanding of the curriculum by visiting various cultural sites, museums, productions, and project-oriented science centers. The CLMS budget and the PTO financially support field trips, but at times, some additional costs are required by each student. If this poses a financial hardship, please contact your child's homeroom teacher, school counselor or administrator. No student will be excluded from a field trip for lack of ability to pay.

It is important that students recognize that when they are on a field trip they are representing Clark Lane Middle School and the community of Waterford. Therefore, it is imperative that students behave accordingly, adhering to the same code of conduct that they follow in school. Students whose disciplinary records indicate they may pose a safety risk while on a field trip may be asked to be accompanied by a parent or may be excluded from the trip. Parents will be notified well in advance in these circumstances and every effort will be made to remedy concerns.

Wellness Policy

CLMS supports and promotes a healthy school nutrition environment. We provide consistent health messages throughout the school (classroom, cafeteria, school activities) that explain and reinforce healthy eating and physical activity. The Student Wellness Policy (BOE Policy #6142.101) refers to meeting the Connecticut Nutrition Standards. As part of this policy, CLMS prohibits students from drinking energy drinks, coffee beverages, and sodas while in school.

School celebrations should serve food that is nutritious and provides students with an opportunity for nutrition education experiences. By providing students with nutritious choices wherever food is available, we can positively influence children's eating habits. Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. Healthy celebrations are an important part of providing a healthy school environment.

Section 5: Attendance (BOE policy 5113)

All students enrolled in the public school system are required to attend school on a regular basis. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having legal responsibility for the child. When students are absent, tardy, or dismissed early from school, they miss valuable instruction, as well as the benefit of social learning opportunities that occur in school. Research indicates that students who are Chronically Absent (absent for 10% or more of the instructional time) struggle more academically over time and also suffer higher social emotional difficulties related to anxiety and depression.

In accordance with the Waterford Public School Board Policy 5113 and Connecticut General Statute 10-220, the following guidelines shall be followed for monitoring, reporting, and intervening with regard to student absences:

- Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods.
- Students must be in attendance for at least one half of the school day to be considered present. Students not present for at least one half of the day, may not participate in extra-curricular activities.
- **Parents must call the school to report their child's absence (860-437-6983).**
- Students who are late to school must check in at the main office before going to homeroom
- Students absent between 28 and 44 days, inclusive, (excused or unexcused),* must successfully complete the Summer School Program in order to be promoted.** Students absent 45 days or more (excused or unexcused)* will not be promoted.**

*Excused and Unexcused absences are combined to determine the total number of days absent.

****8th grade students not being promoted may not participate in the promotion ceremony.**

- Teachers are not required to give homework assignments in advance of a student's absence due to vacation.
- When absent, students should refer to teacher's online webpages for assignments missed. After being absent for two days, students can request any assignments not available online, by calling the School Counseling Office.
- Students are responsible for completing all assignments given on the day of their absence within three school days of their return. Work assigned previous to the date of absence and due on the date of the absences, is due the day the student returns to school.
- Students who are chronically absent may be referred to the school-based STAT team, PPT, or at the administrators discretion, may be referred to the Juvenile Review Board for possible intervention under the truancy law.

Connecticut General Statute 10-198b defines excused and unexcused absences as follows:

Excused Absences

A student's absence from school shall be considered excused if verbal or written documentation of the reason for the absence has been submitted within ten school days of the student's return to school and meets the following criteria:

A. **For absences 1 through 9**, a student's absence from school is considered excused when the student's parent/guardian approves such absence and submits appropriate documentation

B. **For the 10th absence and all absences thereafter**, a student's absence from school is **ONLY** considered excused if or the following reasons:

1. student illness verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence.
2. student's observance of a religious holiday.
3. death in the student's family or other emergency beyond the control of the student's family.
4. mandated court appearances (additional documentation required).
5. the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason) or
6. extraordinary educational opportunities pre-approved by district administrators and in accordance with CT State Department of Education guidance and BOE regulation 5113(k). (Family vacations do not qualify as extraordinary educational opportunities)

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. the absence meets the definition for an excused absence (including documentation requirements); or
- B. the absence meets the definition of a disciplinary absence.

Tardiness & Early Dismissals

Arrival to school on time is an important part of starting the school day in a calm, positive manner. It is equally important that students stay in school all day. Coming in late and leaving early disrupts the classroom for all students, and more importantly, it interrupts the learning for the student missing class. We ask parents to make every effort to schedule appointments outside of the school day and to support students to being in school for a full day.

-Important information is shared with students during the homeroom period. Students who are not in homeroom by 7:50 A.M. are considered tardy and must report directly to the Main Office. Tardies are monitored and consequences or other interventions may be imposed to students who are consistently tardy to school.

****Students who arrive to school after 8:00 will need to be signed in by a parent in the office.***

-Written permission from a parent/guardian is necessary before students are dismissed during the school day. Requests should be given to homeroom teachers during homeroom. Telephone requests for early dismissal of students shall be honored only if the caller can be positively identified as the student's parent or guardian. Students are to report to the main office upon being called from class for parent pick-up. **Parents must sign out their child in the main office, or nurse's office**, at the time of dismissal. Under no circumstances may students leave the school or school grounds during school hours without permission from parents or guardians and school administration.

An important note about nurse dismissals: Students who are ill or injured **must** be evaluated by the school nurse. Students should not contact their parent via cell phone to be picked up without going through the nurse's office. This is not only a violation of the school's cell phone policy, but poses a health and safety risk to students.

Truancy

Students age 7 – 16 inclusive, with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered truant while students with 20 (twenty) unexcused absences in a school year will be considered habitually truant. Tests and academic work missed because of truancy may be recorded as a zero grade. A referral to juvenile court may be made.

Section 6- Arrival and Dismissal Procedures

School Hours

School is in session from 7:50 A.M. to 2:35 P.M.

Bus Transportation

All students have the option of riding the school bus to school. For information about bus stops and times, please visit the school website. Students are reminded that school behavioral expectations extend to students while on the bus and while waiting at the bus stop.

Students who need to ride a bus other than their assigned bus must submit a handwritten note signed by a parent or guardian, to the Main Office. A bus pass will be issued ONLY IF room exists on the bus for additional passengers. If there is not room on the bus to accommodate the guest student, the parent will be notified to make alternate arrangements.

Parent Drop-Off / Pick-Up

Parents who wish to pick up or drop off their child must do so at the main entrance:

- *Mornings – no earlier than 7:15 AM (students must report to the cafetorium between 7:15 and 7:40)*
**Students who arrive after 8:00 need to be signed in by a parent at the main office*
- *During school hours – students must be signed-out by a parent at the main office*
- *At dismissal time – 2:35 PM*

Walkers and Bike Riders

Any student who wishes to walk or bike off school grounds at 2:35 (or at 3:40) must submit a written note by a parent/guardian to the Assistant Principal's office. Students will be issued a "Walker Pass" or a "Bike Pass." Walker passes and bike passes will be verified daily by staff at dismissal time. If no pass is presented, students will be asked to take the bus home or to report to the AP's office to call for parent pick-up.

Section 7- After-School: 2:40-3:40

There are a variety of opportunities for students to stay after school (see below for details). Students must be supervised by an authorized adult in a school-sponsored activity. All school rules apply at all after-school activities.

Late Bus-The district provides combined middle and high school late busses on most Mondays – Wednesdays. Students should listen to morning announcements for the cancellation dates of Late Busses due to monthly faculty meetings. Students must obtain a "Late Bus Pass" from the supervisor of their activity in order to board a late bus. Students may not leave school grounds and then return to a school activity or to ride the late bus home at 3:40. All school and bus rules apply on the Late Busses and while waiting for them to arrive.

Extra Help - All teachers offer 1 day per week for afterschool, extra help. Students are encouraged to take advantage of this time to receive additional instruction, make up work, complete homework or study with a teacher.

Interscholastic Sports Program- The Interscholastic Sports Program is designed to provide learning experiences which involve an advanced level of competition. In this program students compete against other schools within our region. ***Students participating in these programs are required to have a physical examination and to submit a written parental permission questionnaire form prior to participation.***

Fall Sports

Co-ed Cross Country --- grades 6, 7, 8
Co-Ed Volleyball (Session 1- Sept-Oct) --- grades 6, 7, 8
Boys and Girls Soccer---grades 7 & 8 (try-outs)

Spring Sports

Co-ed Track and Field---grades 6, 7, & 8

Winter Sports

Co-Ed Wrestling - - - grades 6, 7, 8
Co-Ed Volleyball (Session 2- Feb- March)- grades 6,7,8
Co-Ed Swimming --- grades 6, 7, 8
Boys and Girls Basketball - - - grades 7 & 8 (try-outs)

ACES- The ACES program consists of afterschool sporting activities that are intramural in nature; there are not contests with other schools. Some of the ACES activities include flag football, badminton, indoor soccer, tennis-baseball, whiffle ball, ping-pong and hiking.

Connections- The *Connections Program* offers a variety of afterschool clubs for students. Some of these clubs include: Broadcasters Club, Book Buddies, Pet Club, Gardening Club, GSA, Comic Book Club, Art Club, Peace Club, Ukulele Club, Student Council, Drama, and Yearbook.

After-School Eligibility (Sports, ACES, Connections, etc.)

It is our belief that students benefit from participation in extra-curricular and interscholastic opportunities. We also believe that students who wish to participate in these activities must establish and maintain solid academic standing. **Students who have 2 or more D's, or any F's, in any of their 4 core classes will be put on probation from their sport/activity.** A probation contract (with a timeline and action steps for grade improvement) will be developed with the student, counselor, and coach/advisor and be approved by a school administrator. Students who do not meet the expectations set forth in the contract will be removed from the team/activity.

At the beginning of a sport season or activity, grades from the most recent progress report or report card will be used. For fall sports and activities, grades from the end of the previous school year will be used. Eligibility will be verified during the course of the sport or activity when grades are issued through a progress report or report card. At these times, it is the responsibility of the student to submit to the coach/advisor a current grade report. If a student fails to meet eligibility requirements at this time, he/she will begin the probation process with the school counselor and coach/advisor.

Section 8- Student /School Safety

The Waterford Public Schools is committed to providing a safe school environment for all students. Many policies and resources have been put in place to ensure both the physical and emotional safety of students in school. A copy of the full Safe School Climate Plan can be found on the Clark Lane website.

Evacuation Drills and Emergency Preparedness

Evacuation drills and "secure the building drills" held at regular intervals, are required by state law. When the alarm sounds, students are to follow the directions of the adult in charge to in a quick, quiet and calm manner. Students who fool around during any drill are subject to disciplinary action.

School Visitors

Anyone wishing to visit Clark Lane Middle School must have an appointment and be expected by the teacher or administrator to be seen. All visitors must enter through the main office and present a valid photo ID that will be scanned through the School Guardian program. Once approved, a visitors badge will be printed and must be worn at all times while in the building. Visitors must sign-out upon leaving.

Visits to individual classrooms during instructional time shall be permitted only with the Principal's approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

Self-Harm/ Suicide Prevention

CLMS takes statements and actions of self-harm very seriously. If there is a suspicion or report of self-harm, the student will be interviewed by a member of the school's mental health/crisis team (school counselor, psychologist, social worker, or School Resource Officer). A parent will be notified of this interview and any further action that school staff feels obligated to take based on what is revealed in the interview. These actions may include either of the following:

-211 may be called, activating Emergency Mobile Psychiatric Services (EMPS). With parent permission, an outside social worker will meet with the student and parents to determine if any additional supports need to be put in place. A safety plan may be developed that includes resources for the student and family to manage the situation.

-911 may be called. In this situation, it is believed a student is at imminent risk of self-harm and that an evaluation at the hospital is deemed necessary. The student will be transported via ambulance.

Child Abuse & Neglect

All school staff are obligated by law (C. G. S. 17a-101) to report suspected child abuse or neglect to the Connecticut State Department of Children and Families Services (DCF). All school staff members are considered Mandated Reporters and training occurs on an annual basis regarding this obligation to report suspected abuse or neglect. It is not the responsibility of school staff to evaluate or assess the seriousness or truth within statements heard or observations made. If there is any suspicion of abuse or neglect, a report will be made, and the DCF will take any next steps if they deem it necessary.

Section 9- General Student Information

Cafeteria

Students may purchase a variety of nutritious food items including sandwiches, salad plates and a selection of a la carte foods at lunchtime. A limited breakfast menu is offered from 7:30 – 7:50 A.M. Meal accounts may be set up through mypaymentsplus.com. Students will need to know their ID number to “check-out” using the electronic system.

While at lunch, students are responsible for:

- Reporting directly to the cafeteria at the start of lunch.
- Using the student ID each day to swipe the bar code or enter the ID number for lunch purchase.
- Following all cafeteria rules:
 - Being respectful while waiting in the lunch line and while dining in the cafeteria.
 - Remaining seated during lunch.
 - Depositing all lunch litter in the proper places/cleaning up table area.
 - Waiting to be dismissed by an adult from lunch table.

Library/Media Center

Students are invited to use the books, magazines, newspapers, and other materials located in the media center. Students are responsible for all material they sign out. Students must pay for any materials they lose or damage.

ID Card/Badge

All students are issued an identification card and should carry this card with them throughout the day. This card has an individualized bar code that is used to check books out of the library and to purchase food from the cafeteria. Replacement cards are requested in the Media Center and a fee of \$3.00 is charged. 48 hours is needed to manufacture a replacement card. Students must not deface their card or that of another student. The official school picture, the student name, and the bar code must be intact for the card to be valid.

Lockers

Student lockers are the property of the school. The school reserves the right to open and inspect any locker given reasonable suspicion. Students are responsible for the contents. Students should:

- Keep lockers **locked**, clean and neat at all times.
- Never give the combination to anyone else.
- Use only the locker assigned.

Lost and Found

Lost clothing items, books, notebooks, lunch bags, etc. are collected in the cafetorium. Valuable items that have been found (money, glasses, cell phone, electronics, jewelry) are kept in the Assistant Principal’s office. Several times throughout the year, unclaimed clothing items will be donated to charity or discarded; advance notice to students will occur.

Personal Property

The school will make every effort to help locate lost or stolen property, but is ultimately not responsible for these items brought to school.

School Property

Clark Lane Middle School is fortunate to have substantial resources available in school, including textbooks, a well-stocked library, the latest in technological equipment, and a trove of other valuable educational resources. Students are responsible for all school property in their possession. Damaged or lost books must be paid for. This includes the appropriate use of all technology material. Students who intentionally misuse, deface or vandalize school property will be held accountable financially and will be subject to disciplinary action.

Section 10: Acceptable Computer Technology / Internet Use

The skills involved in accessing the Internet are vital to the long-term success of students when they enter higher education as well as the work force. Waterford Public Schools recognizes that the Internet is an unregulated communication environment in which information changes constantly, and that some of this information is inappropriate for users based on age and/or developmental needs. Waterford educators take an active role in ensuring that students and their parents are aware of individual users' responsibilities in using the Internet in an ethical and educational manner. Waterford Public Schools has developed a policy regarding acceptable use of its network. Highlights of this policy are as follows (for a full disclosure of the policy, see Board of Education Policy #6141.3):

1. Computers are to be used for school-related purposes only.
2. All information stored, transmitted, or received is the property of Waterford Public Schools. Waterford Public Schools reserves the right to monitor use of computers and the Network at any time.
3. Students who receive any threatening or unwelcome communications should bring them to the attention of an administrator.
4. Never share passwords or accounts with others.
5. Electronic chain letters or email blasts are prohibited.
6. Obey the rules of copyright regarding software, information, and authorship. Commercial software may not be installed on the system without the permission of the system administrators.
7. Never use the Network for illegal activities such as tampering with computer hardware or software, or unauthorized entry into computers or systems, or vandalism or destruction of files. Such activity is considered a crime by state and federal law.
8. Never tamper with computer settings. Do not download material or install programs.
9. Avoid knowingly spreading computer viruses. This is also prohibited under state and federal law.
10. Use appropriate language. Profanity or suggestive language will not be tolerated.
11. Avoid offensive or inflammatory speech. Threats, hate mail, or discriminatory or racial remarks are unacceptable.
12. Behave in an exemplary manner on "virtual field trips." Recognize that you are representing Clark Lane Middle School and the community of Waterford. You must follow the code of conduct established.
13. Never send or encourage others to send abusive messages.
14. Never reveal your name or personal information of self or others (such as home numbers or addresses). Do not visit community websites, chat rooms, blogs, etc.
15. Use of the Network for product advertisement or political endorsement is prohibited.
16. The Network will not be used to transmit or receive obscene or pornographic material. There will be no display or transmission of sexually explicit images, messages, or cartoons.

CLMS REDO / RETAKE Policy

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Retake Guidelines

- Students will be given the opportunity to retake all major assessments they have not mastered (scores less than 75% or below proficiency on rubric). These include summative assessments such as unit tests and tasks directly related to the standards presented in the curriculum. Other graded assignments may be retaken at teacher discretion.
- When students retake assessments, the higher score will be used to calculate the final grade. The original score will be noted in the comment section in PowerSchool.
- A minimum of one retake per major assessment will be offered; additional retakes will be offered at teacher discretion.
- Teacher will indicate to students if an assignment is eligible for retake and will note if student took advantage of the opportunity.
- Teacher may decide to modify the format of the assessment for a retake based on individual student needs.

Retake Protocol

- The student must make a request for a retake within five school days from the date the assessment is returned. Per teacher discretion, this timeframe may be extended.
- The retake does not need to take place within five days of the grade being shared.
- The student will be given a sufficient amount of time to relearn the content prior to a retake.
- The student and teacher will both agree to a learning remediation plan prior to a retake. This plan will include an understanding of why the student did not reach mastery and an outline of steps to improve chances of success. Teachers may use the CLMS Learning Remediation Plan.
- Parents will be notified if a pattern of refused retakes is observed, and the student may also be referred to the STAT team.

Grading System / Mastery Based Grading Pilot

CLMS has been engaged in a journey of enhancing our reporting practice to ensure that the “grades” we issue to students reflect mastery of content which is the indicator of success that is our goal as a learning institution. Our redo/retake policy is a piece of this journey indicating that not every student learns at the same pace and sometimes additional opportunities to demonstrate mastery are necessary. We do not believe students’ grades should be impacted by this natural difference in learning acquisition.

A second piece of this journey is the development of a “Habits of Work Rubric” or **HOW**. This is an alternative way to assess and communicate to students and parents those things that, when incorporated in to a regular grade, make that grade misleading. A group of teachers have piloted the HOW Rubric. The goal of using this rubric is to give clarity to these skills and how they impact students and their learning, and to give clarity to the grade that is seen in PowerSchool. That grade will be a truer reflection of mastery of content.

Please review the Habits of Work Rubric (HOW) on the next page.

Clark Lane Middle School

Habits of Work

The purpose of this rubric is for you to understand the difference between your work habits (organization, participation, and timeliness) and your academic achievement (the quality of the work you submit).

This is based on the principle that Clark Lane Middle School will:

- Clearly communicate expectations for academic achievement and work habits.
- Show how students are making progress in their classes (in terms of both academic achievement and work habits).
- Support a fair grading system.

Habit #1: Prepared for class	4 Almost Always	3 Regularly	2 Sometimes	1 Rarely
A. I arrive to class on time.	I almost always arrive to class on time.	I regularly arrive to class on time.	Sometimes I arrive to class on time.	I rarely arrive to class on time.
B. I have my materials.	I almost always have my materials.	I consistently have my materials.	Sometimes I have my materials.	I rarely have my materials.

Habit #2: Meeting Due Dates	4 Almost Always	3 Regularly	2 Sometimes	1 Rarely
A. I complete and submit my work on time.	I turn in almost all of my work on time.	I turn in most of my assignments on time.	I turn in a lot of my assignments <u>after</u> the due date.	I rarely turn my work in by the due dates.

Habit #3: Active, Engaged Student	4 Almost Always	3 Regularly	2 Sometimes	1 Rarely
A. I work on assigned tasks.	I'm almost always engaged in my learning. When assigned a task, I work on it.	I usually use class time effectively. I work to complete assigned tasks.	I need frequent reminders during class to begin working on assigned tasks.	I rarely work on assigned tasks when given time in class.
B. I use feedback to revise and improve work. I use redo/retake when possible.	I almost always use teacher feedback to revise my work in progress. I almost always take advantage of the retake/revise policy.	I often use teacher feedback to revise my work in progress. I often take advantage of the retake/revise policy.	I sometimes use teacher feedback to revise my work in progress I sometimes use the redo/retake policy to revise my work.	I rarely use teacher feedback to revise my work in progress. I rarely take advantage of the retake/revise policy.



VISION OF THE GRADUATE



Graduates of Waterford High School demonstrate mastery of the
WPS Transferable Skills:

Communication

Research and Understanding

Critical Thinking

Responsible Citizenship

Self-Direction

Communication

- Listen actively to understand the information or viewpoints presented.
- Select and use an appropriate method of communication to fit the audience, context, and purpose.
- Create a logical and evidence-based argument to support ideas.
- Deliver a clear, professional, and effective presentation.

Research and Understanding

- Use appropriate research tools to acquire information from a variety of sources.
- Evaluate the bias and validity of information.
- Synthesize information to solve problems and defend claims.

Critical Thinking

- Identify a problem, ask key questions, and make predictions.
- Analyze data in order to draw conclusions.
- Demonstrate flexibility and determination when solving problems.

Responsible Citizenship

- Demonstrate respect for others and diverse cultures, identities, and perspectives.
- Make appropriate choices with words, actions, and mindset to address the needs of self and others.
- Take actions that promote ethical principles and equality.
- Use technology ethically to promote positive, reliable, and factual information.

Self-Direction

- Persevere through frustration when challenging situations or temporary failures arise.
- Demonstrate flexibility, resourcefulness, and collaboration.
- Recognize how thoughts, feelings, and actions affect achievement.
- Set goals, prioritize steps, and take actions to achieve them independently.

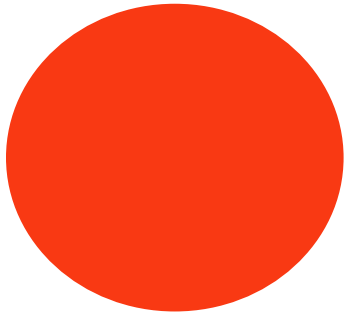


PRIDE in our BEHAVIOR

PRIDE in our LEARNING

PRIDE in our COMMUNITY

STOP, THINK, *CHOOSE!*

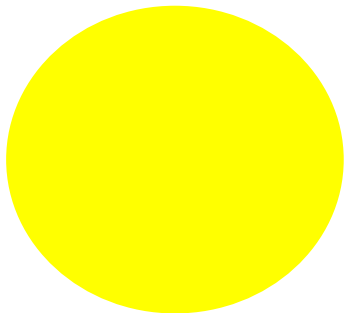


STOP!

Pause before taking action.

ASK:

- Is this safe?
- Are others safe?
- Do I need to get help?

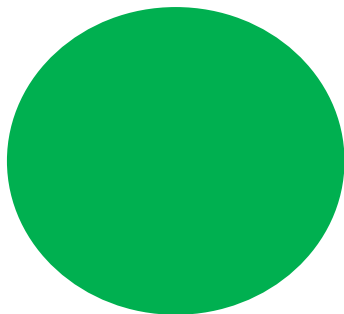


THINK!

How might my actions impact others?

ASK:

- Am I adding to the drama?
- Am I being kind?
- Do I need to get help?



CHOOSE!

Take action that is kind and effective!

ACT:

- Seek help if needed.
- Be kind and listen.
- Act within school rules.

◆ **Educate** ◆ **Advocate** ◆ **Communicate**