



# McClure Middle School Handbook

## "Building a Positive Community"

1915 1st Ave. West  
Seattle, WA 98119

206-252-1900  
206-252-1901 (FAX)  
Attendance: 206-252-1904

Website: [mcclurems.seattleschools.org](http://mcclurems.seattleschools.org)

Info App: McClure Middle School Seattle

Principal: Shannon Conner

Assistant Principal: K. Trion Murray

Head Counselor: Lisa Dawson

### **-School Vision-**

Our Vision is to cultivate a safe, effective urban middle school where EVERY student is CHALLENGED, SUPPORTED and WELL-PREPARED for high school and a successful future.



# McClure Middle School Handbook Review Statement

(to remain in planner)

Student Name (Print): \_\_\_\_\_

Advisory Teacher's Name: \_\_\_\_\_

I have read the 2018-19 McClure Student/Parent Handbook. I am aware of the policies, procedures, and expectations of McClure Middle School and Seattle Public Schools contained in this handbook. I also agree to bring home the parent review statement distributed in the beginning of year packet in order to review the handbook with my parent/guardian and return to school electronically or in person.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Our Mission**

Our mission is to facilitate the social, emotional and academic development of EVERY McClure student. We cultivate positive relationships and provide ENGAGING CURRICULUM, promoting INDEPENDENCE through opportunities to SELF-ADVOCATE, THINK CRITICALLY and build COMMUNITY

**-Building a Positive Community-**

# McClure Middle School Bell Schedules 2018-19

## Daily Schedule (M,T,Th,F)

1st period	8:55-9:50	(55 min)
2nd period	9:54-10:49	(55 min)
Advisory	10:53-11:18	(25 min)
3rd period	11:22-12:17	(55 min)
4th period and 1st, 2nd, 3rd lunches	12:17-1:47	(90 min)

Lunch	Starts	Ends	4 <sup>th</sup> start	4 <sup>th</sup> end	4 <sup>th</sup> start	4 <sup>th</sup> end	Total Class Time
1 <sup>st</sup> Lunch	12:17	12:47	12:51	1:47			56
2 <sup>nd</sup> Lunch	12:47	1:17	12:21	12:47	1:21	1:47	52
3 <sup>rd</sup> Lunch	1:17	1:47	12:21	1:17			56

5th period	1:51-2:46	(55 min)
6th period	2:50-3:45	(55 min)

## Wednesday Early Release Schedule

1st period	8:55-9:45	(50 min)
2nd period	9:49-10:35	(45 min)
3 <sup>rd</sup> period	10:39-11:25	(46 min)
4th period and 1st, 2nd, 3rd lunches	11:25-12:55	(90 min)

Lunch	Starts	Ends	4 <sup>th</sup> start	4 <sup>th</sup> end	4 <sup>th</sup> start	4 <sup>th</sup> end	Total Class Time
1 <sup>st</sup> Lunch	11:25	11:55	11:59	12:55			56
2 <sup>nd</sup> Lunch	11:55	12:25	11:29	11:55	12:29	12:55	52
3 <sup>rd</sup> Lunch	12:25	12:55	11:29	12:25			56

5 <sup>th</sup> period	12:59-1:41	(42 min)
6 <sup>th</sup> period	1:45-2:30	(45 min)

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## 1 Hour Early Dismissal Schedule

1st period	8:55-9:40	(45 min)
2nd period	9:44-10:27	(43 min)
Advisory	10:31-10:56	(25 min)
3rd period	11:00-11:43	(43 min)
4th period and 1st, 2nd, 3rd lunches	11:43-1:13	(90 min)

Lunch	Starts	Ends	4 <sup>th</sup> start	4 <sup>th</sup> start	4 <sup>th</sup> end	4 <sup>th</sup> end	Total Class Time
1 <sup>st</sup> Lunch	11:43	12:13	12:17	1:13			56
2 <sup>nd</sup> Lunch	12:13	12:43	11:47	12:13	12:47	1:13	52
3 <sup>rd</sup> Lunch	12:43	1:13	11:47	12:43			56

5th period	1:17-1:59	(42 min)
6th period	2:03-2:45	(42 min)

## Equal Opportunity Organization

Seattle Public Schools, SPS, provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal. SPS also provides equal access to Boy Scouts & other designated youth groups.

For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination: Office of Student Civil Rights, 206-252-0306, or [oscr@seattleschools.org](mailto:oscr@seattleschools.org), or by mail at Seattle Public Schools, MS 32-149, P.O. Box 34165, Seattle, WA 98124-1166. In that department:

- For sex discrimination concerns, including sexual harassment, contact: Title IX Coordinator, 206-252-0367, or [Title.IX@seattleschools.org](mailto:Title.IX@seattleschools.org)
- For disability discrimination concerns contact: ADA/Section 504 Grievance Coordinator, 206-252-0178, or [accessibility@seattleschools.org](mailto:accessibility@seattleschools.org)

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact: Assistant Superintendent of Human Resources, Seattle Public Schools, Mailstop 33-157, P.O. Box 34165, Seattle, WA 98124-1166, (206) 252-0024, or [hreeoc@seattleschools.org](mailto:hreeoc@seattleschools.org).

**-Building A Positive Community-**

# McClure Middle School Behavior Matrix P.R.I.D.E.

<b>Show PRIDE</b>	<b>Productivity</b>	<b>Respect</b>	<b>Integrity</b>	<b>Dependability</b>	<b>Excellence</b>
Classroom/ Library/Gym/ Computer Lab	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Do your best work</li> <li>Know expectations</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Listen to the speaker</li> <li>Use kind words</li> <li>Keep hands, feet &amp; objects to self</li> <li>Use class materials as directed</li> </ul>	<ul style="list-style-type: none"> <li>Think before you speak or act</li> <li>Be honest</li> <li>Stay electronics-free</li> <li>Report problems to an adult</li> <li>Show Pride with guest teachers</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Bring necessary materials</li> <li>Follow classroom expectations &amp; directions</li> <li>Help others learn</li> <li>Follow technology acceptable use policy</li> </ul>	<ul style="list-style-type: none"> <li>Talk about ideas &amp; issues, not other people</li> <li>Take initiative to solve problems</li> <li>Show grit</li> </ul>
Hallway/Stairs	<ul style="list-style-type: none"> <li>Walk quickly &amp; calmly</li> <li>Stay to the right</li> <li>A void congregating</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Use kind words</li> <li>Pick-up dropped items</li> <li>Keep hands, feet &amp; objects to self</li> <li>Follow adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>Think before you speak or act</li> <li>Keep distance between self &amp; others</li> <li>Stay electronics-free</li> <li>Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Abide by signed locker agreement</li> <li>Pick up after self &amp; others</li> <li>Keep food &amp; drink in cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Notice &amp; act when others need assistance</li> <li>Take initiative to solve problems</li> </ul>
Restroom	<ul style="list-style-type: none"> <li>Use the facilities quickly</li> <li>Avoid congregating</li> <li>Keep the restroom neat &amp; clean</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Respect others' privacy</li> <li>Wait patiently</li> <li>Use kind words</li> <li>Keep hands, feet &amp; objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Think before you speak or act</li> <li>Pass Required</li> <li>Stay electronics-free</li> <li>Report problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>Use supplies correctly</li> <li>Wash hands before leaving</li> <li>Throw trash into the wastebasket</li> </ul>	<ul style="list-style-type: none"> <li>Take initiative to solve problems</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>Clean up table &amp; throw away trash</li> <li>Keep food &amp; drink in cafeteria</li> <li>Remain in cafeteria, gym or library (if open)</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Walk quickly &amp; calmly</li> <li>Keep food on trays</li> <li>Keep hands, feet, &amp; objects to self</li> <li>Use kind, appropriate language with peers &amp; adults</li> </ul>	<ul style="list-style-type: none"> <li>Be patient</li> <li>Keep rightful place in line</li> <li>Stay electronics free</li> <li>Report any problems to an adult</li> <li>Keep distance between self &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>"Mix-it-up"</li> <li>Listen to others</li> <li>Take responsibility for actions</li> <li>Set-up/break down as instructed</li> <li>Put waste in appropriate bin</li> </ul>	<ul style="list-style-type: none"> <li>Say excuse me, please &amp; thank you</li> <li>Talk about ideas &amp; issues, not other people</li> <li>Notice &amp; act when others need assistance</li> <li>Take initiative to solve problems</li> <li>I student-I chair</li> </ul>
Gym (at lunch)	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Ask permission for games</li> <li>Abide by all PE class rules</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-3 voice</li> <li>Keep food &amp; drink in cafeteria</li> <li>Keep hands, feet, &amp; objects to self</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Include others in your activities</li> <li>Play by the rules</li> <li>Take turns &amp; share</li> <li>Report problems to an adult</li> <li>Keep distance between self &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Clean up immediately when whistle blows</li> <li>Exit gym when bell rings</li> <li>Use locker rooms only when permitted.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for actions</li> <li>Take initiative to solve problems</li> <li>Proactively avoid preventable conflicts</li> </ul>

<b>Show PRIDE</b>	<b>Productivity</b>	<b>Respect</b>	<b>Integrity</b>	<b>Dependability</b>	<b>Excellence</b>
<b>Bus</b>	<ul style="list-style-type: none"> <li>Go to seat, sit &amp; stay seated for the entire bus ride</li> <li>Be kind &amp; considerate</li> <li>Know ridership expectations</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Remain in seat</li> <li>Be patient when entering or leaving the bus</li> <li>Use kind words</li> <li>Be courteous to driver &amp; other students</li> </ul>	<ul style="list-style-type: none"> <li>Face forward on bus</li> <li>Arrive at bus stop on time</li> <li>Report problems to an adult</li> <li>Keep distance between self &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, &amp; objects to self</li> <li>Listen to the bus driver &amp; follow adult directions</li> <li>Line up to board the bus</li> </ul>	<ul style="list-style-type: none"> <li>Keep the bus clean</li> <li>Help others</li> <li>Take initiative to solve problems</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>Show school spirit</li> <li>Give applause when appropriate</li> <li>Participate fully &amp; appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level as directed by organizer</li> <li>Listen to performance</li> <li>Sit up, face speaker &amp; stay seated</li> <li>Use kind words</li> </ul>	<ul style="list-style-type: none"> <li>Be open to new ideas</li> <li>Welcome new experiences</li> <li>Sit with your class</li> <li>Report problems to your teacher</li> </ul>	<ul style="list-style-type: none"> <li>Make noise only when directed to by the organizer</li> <li>Follow directions the first time</li> </ul>	<ul style="list-style-type: none"> <li>Connect the topic to your classes &amp; your life</li> <li>Help others</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>Be aware of your surroundings</li> <li>Be kind &amp; considerate of others (excuse me, please, thank you)</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate voice level &amp; language</li> <li>Respect others' property</li> <li>Hold the door open for others</li> <li>Treat others as we wish to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Show McClure Pride</li> <li>Think before you speak or act</li> <li>Follow laws &amp; social rules</li> <li>Report problems to adults</li> </ul>	<ul style="list-style-type: none"> <li>Show self-control</li> <li>Take responsibility for actions</li> <li>Promote &amp; practice safety</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Notice &amp; act when others need assistance</li> <li>Follow community expectations</li> <li>Listen to others</li> <li>Take initiative to solve problems</li> </ul>
<b>Emergency or Practice Drills</b>	<ul style="list-style-type: none"> <li>Follow adult directions without delay</li> <li>Arrive at identified safe destination in timelines given</li> <li>Stay in line with your assigned teacher</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0 voice</li> <li>Adhere to safety commands such as silence, lining up &amp; other directives</li> </ul>	<ul style="list-style-type: none"> <li>Take the event or safety practice session seriously</li> <li>Remain calm</li> </ul>	<ul style="list-style-type: none"> <li>Be alert &amp; aware of any unexpected changes</li> <li>Inform drill leaders &amp;/or safety officers of important facts</li> </ul>	<ul style="list-style-type: none"> <li>Show attentiveness &amp; follow expectations</li> <li>Stay calm</li> <li>Help those experiencing difficulty during an actual emergency</li> </ul>

**Together we Build a Positive Community by showing P.R.I.D.E**

## Dear McClure Students,

It is a privilege and honor to welcome you to the 2018-19 community of McClure Mavericks. We are excited to welcome ALL the new and returning students enrolled at McClure as well as each and every one of our dedicated staff to what we believe will be a productive and memorable year as we build a positive community together.

To begin this new school year we will review and refresh our commitment to being the best students and staff to make this a great place for every student. This includes activities that entail students and staff purposefully learning and renewing our collective commitment to our school's values of P.R.I.D.E.: Productivity, Respect, Integrity, Dependability and Excellence and the positive behavioral expectations associated with these values. Our vision is to cultivate a safe, effective urban middle school where EVERY student is challenged, supported and well-prepared for high school and a successful future and we expect that you will fully embrace the behaviors and decisions to ensure that our school is a positive, safe, accepting and, yes, fun place to learn and grow!

At McClure, we fundamentally believe there is a place for everyone. **We also believe in our collective responsibility to be of service to our immediate family, school-community and the greater geography beyond the school door.** Your involvement in academics, athletics, arts and service are key to your growth and success at McClure as is your individual responsibility to know and follow school and classroom expectations and our emphasis on kindness and community.

We, as a staff, are focused upon providing the best atmosphere and climate for you to succeed. We want you to experience confidence and exhibit perseverance as you tackle new learning, new skills and new challenges that will take you to the next level in your achievement and expand your understanding of both your personal and collective responsibility as it applies to peers and adults at school and in and around the greater Seattle region. This handbook will provide you with the necessary information you need to be a success at McClure.

Again, welcome to McClure's 2018-19 school year!

Sincerely,  
The McClure Middle School Staff

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## Expectations Regarding the Use of this Planner

- Write your name on page 3 of your planner right away
- Take good care of your planner, don't leave it laying around, bring to all classes
- Your planner is to be used for all 10 months of the school year and is NON-TRANSFERABLE

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## McClure Policies & Procedures

### ADVISORY

For the 2018-19 school year, we have adopted a 4x/week advisory format. Every student will be assigned an advisory class with a group of grade level peers. This class will use the Character Strong curriculum. The purpose of Advisory is to build community, develop strong habits for academic achievement and learn how to manage the inevitable social challenges of middle school. We are confident this will be a strong anchor for success at McClure.

### AFTER SCHOOL HELP

All teachers are available to offer after school support to students. Please make appointments for such help in advance to ensure the availability of teachers who have special meetings or appointments.

### AFTER SCHOOL SPORTS

Students may participate in soccer, track, basketball, volleyball and ultimate frisbee. Students must have a physical exam (every 2 years) and insurance prior to participating. Student Athletes must have a G.P.A. of 2.0 or above and are required



to turn in a weekly grade sheet throughout each sports season. Please read the Sports Participation Form closely for more information. Bulletins about sports are periodically announced during morning announcements and posted on hallway displays.

## ASB

The Associated Student Body (ASB) Student Council is the governing body for McClure Middle School activities. The elected ASB officers are the President, Vice-President, Secretary, Treasurer, Ambassador and Historian. Officers are elected in the spring preceding the school year in which they will be in office and they will be registered into the ASB course for both semesters. The rest of the class is comprised of participants from the election

(prioritized registration into the course for one semester) and students randomly assigned to this exploratory course. The ASB course builds leadership skills and trains students to successfully project manage culture/climate-building activities like activity days, assemblies, elections and evening family events.

## BUILDING/SCHOOL HOURS AND CLOSED CAMPUS

McClure is a closed campus. This means that students cannot leave the school grounds without parent permission (requested through the attendance office) once they have arrived, including upon disembarking school-provided transportation, before first period, before school dismissal or after the bell rings prior to boarding school-provided transportation. Once a student arrives on campus s/he is expected to stay on the McClure Campus for the remainder of the day.

**IMPORTANT:** If you take the school bus home or attend afterschool programs, you **may not leave campus to go to any area business after the bell rings, but instead must** report directly to the bus or your afterschool program after school. Also note that students who walk to/from school are expected to vacate school grounds within 10 minutes of dismissal (unless attending a sanctioned program or event on campus). Students violating this policy will be subject to disciplinary consequences. Closed campus also means that **student guests/visitors** from other schools or communities **are not permitted** during the school day or at extra-curricular school events with the exception of athletic events. Students may not enter campus grounds when suspended from school. **Students who walk to/from school are also expected to show PRIDE if given parent permission to visit area businesses (see page containing the PRIDE matrix).**

## BIKES/SCOOTERS/SKATEBOARDS

Students may ride their bikes to and from school. Upon arriving at school, bikes must be parked in the bike rack and locked. The school is not responsible for stolen or damaged bikes. Students bringing skateboards and like equipment must store them in their lockers during the day and are not allowed to ride them in the halls or in the courtyard in front of school. *We will NOT check in student scooters or skateboards in the office and thus, if those items do not fit in a student's locker, they should not be brought to school.*

## COMMUNICATION SYSTEMS

There are various means and methods of communication used at McClure. Schoology and the Source are critical sources of classroom-based information about assignments, core content expectations, project descriptions and other classroom information that all students and families are expected to access on a regular basis. The Source is a repository for academic progress and Schoology is a repository for instructional updates; both should be checked weekly. We encourage all families to sign up for the McClure Newsletter (delivered via email) which is a source of school wide information. SY18-19 will also bring an inaugural quick info capacity through our FREE SCHOOL INFO APP: McClure Middle School Seattle, available from the APP store on your personal devices. Use this app to obtain weekly school related memos. Families will also receive robo-calls when students are unexcused absent and occasionally there will be robo-calls or email that originate from the school office. All in all we view regular family access to and use of the Source and Schoology as the fundamental resource for knowing and addressing student's academic status. And we look forward to our New School Info App as a way of providing quick general updates about school wide topics to all families.

## COMMUNICATING WITH TEACHERS

When parents/guardians have an inquiry regarding their McClure student, they may call or email the student's teacher. Note: teachers are unable to take phone calls during the day and afterschool are often in meetings, thus, email is the most efficient method of contact. McClure staff have agreed to return calls/emails to parents/guardians within 48 hours of receiving the initial communication request. Parents/guardians may also request a parent-teacher conference to discuss inquiries or concerns about a student's progress which we encourage you to do before a student is failing to progress in his/her subject area. Please also read the sections titled Source and Schoology Pages and Grievance Procedure.

## COMMUNICATING WITH YOUR MCCLURE STUDENT DURING THE SCHOOL DAY

Parents, guardians, relatives, or friends **should not text message or call our students via personal devices at any time during school hours** as students are not allowed to use or access cell phones during the school day. (Please see "Electronics/Cell Phones/Tablets" student expectations below). If you need to reach your student, please call the Attendance Office at **206-252-1904 and any urgent information will be quickly relayed**. Violation of this policy results in significant consequences for students due to the disruptions cell phones have in the middle school environment.

## COMPUTER/INTERNET POLICY

Students have access to computers and the internet via the library and classrooms throughout our school. Use of Seattle Public Schools (SPS) Internet service is a privilege. If any conditions of use are violated, this privilege will be taken away and other consequences may follow. Use of the Internet is for school-related purposes only. Violations include, but are not limited to:

- Unauthorized searching or website access and/or attempts to access that are unrelated to instruction
- Transmission of or deliberate access to obscene, indecent, harassing, defamatory or otherwise offensive material in any form
- Any deliberate attempt to harm or destroy equipment or data on any system on school servers
- Unauthorized installation, storage or distribution of copyrighted software or materials

School/district administrators have the right to review any material sent, mailed or stored in District computers, including web sites and emails. The District can edit or remove any material that it believes may be unlawful, obscene, indecent, harassing, or otherwise objectionable. In the event of violations of district policies or federal and state laws **including physically damaging keyboards and other hardware**, families will be asked to provide compensation for damaged hardware. Note that typical costs for these items can run between \$10 to \$500. Also see section titled Restitution).

NOTE: students are issued a unique log-in upon enrollment at McClure which they are to keep private; sharing log-on information can cause many unexpected problems and as such is prohibited

## COUNSELORS

Counselors assist students with a variety of needs including academic scheduling, academic progress-monitoring and goal-setting, social and emotional concerns, and high school guidance information. If a student wants to talk with a counselor, s/he may make an appointment by filling out an appointment request form in the Main Office. The counselors are here to help!

### Who is your grade level counselor?

**Ms. Leslie Collings:** 206-252-1908

**6th grade** (students with last names A-K) and **7th grade**

Ms. Lisa Dawson (Head Counselor): 206-252-1909

6th grade (students with last names L-Z) and 8th grade

## DRESS CODE- A Place of Work and Learning

Our vision is to cultivate a safe, effective urban middle school where EVERY student is challenged, supported and well-prepared for high school and a successful future. At McClure, we expect students and staff to contribute to creating a safe

and respectful environment for all. We ask everyone to "respect and honor the space" of learning. Please note that we have families and staff from a wide range of beliefs and practices regarding this topic. Our dress code is designed to respect a fair middle ground as it relates to attire-one that emphasizes a shared place of work and learning. Attire that compromises respect and safety is prohibited. The following items fall into this category and are NOT appropriate for school:

- Clothing and accessories with obscene or offensive language or graphics, symbols that are sexual in nature or that promote or glamorize drugs, alcohol, violence, discrimination, gangs or other illegal activity and/or otherwise disrupt learning or suggest demeaning references
- Any item of clothing considered too revealing or tight. (Leggings or pants should be paired with a shirt that rests at the thigh)
- Clothing items that reveal undergarments, sagging pants, or clothing that expose areas of the midriff or cleavage.
- Shorts & skirts shorter than fingertip length when arms are down alongside the body and/or 4" inseam on shorts.
- Shoes must be worn at all times
- Sunglasses
- Hats and hoods are only permitted when entering or exiting the school building and must be placed in lockers before first period.

Additionally, we do not allow students to

- Draw on their hands, arms or any body parts or
- Wear attire that appears to be a 'costume' except on designated spirit days. This includes wearing flags as clothing

Typical responses for violation of the McClure dress code are:

- Student is asked to change into appropriate clothing or find a way to cover the dress code violation; administration or nurse may provide an option
- Parents are called and asked to bring appropriate clothing for students to wear
- Conference between administration, parents, and student, if poor choices in attire persist

McClure staff work diligently to treat all dress code issues with sensitivity and with a focus on 'respecting and honoring' a diverse, scholarly environment of work and learning.

## ELECTRONICS/CELL PHONES/TABLETS

McClure Middle School has made a commitment to intentionally support and bolster student growth and effective use of technology. McClure has a variety of school related technology available throughout the school day so that students will have access to desk top computers, lap-top carts and ipads in a variety of instructional settings and for a variety of educational purposes, directed by school staff.

Our school staff has also observed that students' personal devices can and have posed educational disruptions and significant social conflict. Per Superintendent Procedure 2022SP: "use (of) personal electronic devices ... (is restricted to) the education and research mission of the district" and "school staff ... (retain) final authority in deciding when and how students may use personal electronic devices on school grounds and during the school day, (limited to designated district guest networks)."

**Thus, other than e-reader use under the direct supervision of the classroom teacher, McClure Middle school adheres to a no personal device policy between the first and last bell of the day (8:50 a.m. - 3:45 p.m.). This includes but is not limited to cell phones, smart watches, and devices with internet access. The following is in effect:**

- Personal electronics must be left at home or placed in lockers before reporting to the first period of the day
- E-reader use, if at all, is wholly directed by the classroom teacher
- Students must **put away ear buds** during the school day

If students do not abide by these expectations, the following actions will be taken:

- McClure staff will confiscate any electronics not properly stowed

- A first offense will result in assignment of a 5-day work study during lunch ( aka "Pride Room"). During this period the student will be expected to bring academic work to complete or fulfill their reading log responsibilities for their core course requirements. For a first offense, the student will be able to pick up his/her device at the end of the day from the attendance office
- A second offense will result in one of the following: loss of school activity privileges such as ASB activity day participation, field trip revocation, or community service hours (during or after school as assigned). A second offense will also result in parent /guardian having to pick up the device at the end of the school day or the following day pending parent availability
- A third offense will result in stringent consequences including but not limited to a check in/out system, loss of privilege to bring device to school at all, and possibly school rule consequences involving progressive responses that may include loss of participation in various events and even suspension for persistently violating Code of Conduct, D-120 Rule Breaking

**Additionally, the school is not responsible for the care of students' electronic devices. Students bring these to school at their own risk. McClure is not staffed to conduct investigations into lost or missing devices. (See section about Lockers for information regarding protecting access to lockers).**

## FIELD TRIPS/SERVICE LEARNING EXCURSIONS

When on a field trip, students represent the entire McClure school community and as such are expected to vigorously adhere to the PRIDE matrix and school policies for the entire duration of the trip. This includes school policies about electronics and an expectation to have an open mind when conducting service activities in the greater community. Students are to demonstrate respectful and rule abiding behavior with school staff, trip chaperones (teacher or parent), and site-based hosts. Violations will be addressed through school disciplinary procedures including loss of future privileges.

## GENDER NEUTRAL BATHROOM

In the spring of 2017, a group of interested students initiated the creation of a Gender-Neutral bathroom for McClure. We are proud of the creation of this bathroom, something that puts us in alignment with other SPS schools. This bathroom is located on the ground floor across from the attendance office. In regard to this bathroom, we expect all students to adhere to the same expectations of privacy and respect that we extend in all spaces of our school. See the PRIDE matrix for specific bathroom expectations.

## HOMEWORK

At McClure we believe that the purpose of homework should be to reinforce or give practice with material already taught in class and is intended to be done by the student with minimal assistance from parents. McClure offers monitored homework clubs after school so that students can obtain support to complete assignments and projects. Parents should not expect homework from each class every day as some assignments are best completed with direct teacher guidance in the classroom. Aside from specific homework assignments, there are many things parents can do to help their child's academic success. Home reinforcement and encouragement are important elements in student achievement. To that end, we offer the following guidelines.

1. It is a requirement for all students at McClure to a) read at least 30 minutes daily for Language Arts and b) complete 30 minutes per week of assigned IXL math practice ( or equivalent electronic platform as directed by math staff)
2. To help our students become more effective communicators, parents should ask students to explain what they are learning in school and the nature of their assignments
3. Parents should also ask their McClure student to review and share with them their Source grades and Schoology pages for updates on how they are performing and set goals around upcoming assignments and projects
4. Maintain 97% attendance or higher

## LIBRARY AND LIBRARY COMPUTER LAB

The library is open from 8:40 AM to 3:55 PM on most school days. During class periods, individual students need to enter with a pass (see PASSES, below). Students should bring their student ID card/recite their ID number for efficient check

outs. Books are checked out for three weeks at a time and may be renewed if there are no existing holds. Books not returned or returned in damaged condition will be subject to fines. Outstanding fines must be paid before attending ASB activities. *Please do not wait until the day of events to clear fines as this causes operational difficulties for multiple staff on the day of these activities.* The library computer lab is open when the library is open and can be used to access the internet, electronic databases, and The Source for academic purposes, such as word processing and other applications per librarian approval. Food and drink are not allowed in the library/lab areas.

## LOCKERS

Students are assigned individual lockers. They must fill out a locker agreement and abide by all guidelines for proper locker use. Students may NOT trade locker assignments with other students nor should they give their combination to any other student, subject to school discipline. **IMPORTANT: lockers are school district property and as such can be searched or individual use terminated at any time.** Decorating a locker for a special occasion is allowed, but must be school appropriate and removed within 1 week. Though uncommon, from time to time school administrators will change the location of a student's locker in response to a disciplinary issue related to said locker.

## LUNCH PRICES (Subject to change)

Student breakfast cost \$2.25 and lunches cost \$3.25 each. Funds can be deposited into each student's account by check or cash given to lunchroom personnel; alternately for convenience, SPS uses an on-line payment feature called PayP AMS accessible on the Nutrition Services page of SPS. On the first day of school, students are issued a unique lunch code which, when entered by the student will deduct the correct amount from his/her breakfast/lunch account. Students qualifying for Free/Reduced lunch can complete applications which are available in the Main Office or apply on-line. Upon approval, the status of the student's lunch will automatically link to the unique lunch code entered by the student. **NOTE: Lunch applications need to be renewed each year.** *Please be mindful of the balances of your student's lunch account so that they do not accrue a negative balance.*

## LUNCHROOM/LUNCH TIME PROCEDURES

At McClure we take great PRIDE in our cafeteria. Students are seated 'family style' at round tables with free standing chairs. Students assigned to 1st lunch are expected to set up 8-9 chairs at their selected tables in an orderly manner (without leaving un-attended chairs in walking lanes). No more than 9 students are allowed at any given table for safety and management purposes. We also expect adherence to a 1 student-1 chair policy. Students assigned to 3rd lunch are expected to stack chairs in sets of 6 prior to exiting their table.

Additionally, students are required to clean up their shared eating space and are expected to follow McClure expectations while in the designated eating areas: Throwing food, dropping garbage on the ground, spilling beverages, and/or other items is not allowed. Students are expected to clean up accidental spills or seek custodial assistance for same. (See McClure Student PRIDE matrix for Cafeteria expectations).

During the lunch period students are allowed only in the cafeteria, library, or gym. Students are not allowed in the hallways during lunch except for transitioning to one of the approved areas. This means lingering or loitering in entryways between the lunch room door and the gym, in all peripheral hallways outside of the gym, lunchroom and library are not allowed. Students are to follow the directions of all adult supervisors in these areas (staff and/or parent volunteers).

Books, binders, stacks of school work are not allowed in the lunch room: lunch bags are not to be left on hallway floors- this impedes the ability of students and staff to clean and prepare for the next lunch period. Additionally, food and beverage consumption is not allowed in the hallway or classrooms except as explicitly teacher directed. Use of the bathroom during lunch, as at all other times, requires a pass (provided in the lunch room). Passes are limited to 3 persons at any given time in each available bathroom to reduce congregating which is not permitted.

In service to our school community, students are assigned Model Maverick duties to contribute to the proper care of the Cafeteria (see next section).

## MODEL MAVERICKS

Throughout the school year students will be given opportunities to contribute in various leadership capacities around the building to create a positive school culture of caring and service. Every student is assigned Model Maverick duties for one week each year assisting in caring for the lunch room and is expected to fulfill those duties with a positive outlook. Students are asked to make-up any missed service days by assignment. Students in leadership positions such as ASB, WEB and other groups are given additional Model Maverick responsibilities as appropriate. McClure also welcomes parent involvement in this endeavor and general assistance during lunch. Contact the PTSA to volunteer.

## MEDICATION

If a student needs to take medication (prescription or over-the counter) during the school day, a medical release form **must** be signed by the doctor and parent, and the medication **must** be stored in the nurse's office. The medication **must** be in its original container or original prescription packaging. Students may not carry medication.

Effective September 1, 1999, all medications that are classified as controlled substances will be counted. The District Nurse or your pharmacist can identify medications for students that are included in this category.

We are asking for family assistance and cooperation by adhering to the following process.

- Only one month's supply of medication should be brought to school.
- The parent/guardian must bring the medication to the school nurse's office.
- The parent/guardian and the school nurse will count the medication.

## NURSE'S OFFICE

The Nurses Office is available to students for illness or injury. (Students must get permission from their classroom teacher in order to visit the nurse's office). The maximum stay is 15 minutes. If students are too ill to return to class after the 15-minute rest period, a parent or guardian will be notified to arrange for transportation home. Our school nurse is on duty every day of the week.

## PASSES

The Student Planner is to be used as a pass. Note: granting a pass is at the teacher's discretion. Students are expected to not interrupt teaching and learning to obtain pass permissions. Students must have a signed pass if they are leaving their assigned class (to the nurse, library, bathroom, etc.). Students must always first report to their assigned class to avoid being reported tardy or absent in that class prior to then obtaining teacher signature for any pass. Note: students are given 3-pass options per week for every 5-day school week. Middle school norms include knowing the right time and way to request pass permission and intentional usage of their 3-weekly pass permissions. Teachers will monitor appropriate use of student passes and will revoke pass usage if an incident warrants it. If a staff member from the office or a classroom teacher delays a student, the student should ask that staff member for a pass. McClure students have 4 minute passing periods which provides additional opportunities to visit the library, bathroom, or nurse if those are short visits.

## REPORT CARDS

Report cards will be mailed home within 2 weeks after the end of each semester. McClure report cards reflect academic grades, effort and citizenship evaluation, and general teacher comments. Refer to Schoology & the Source weekly for additional information about student progress and coursework.

## RESTRICTED AREAS/OUT OF BOUNDS

We expect our students to remain in designated school areas. The following areas are considered out of bounds for students: faculty parking lots, except for coming to and leaving school; all athletic fields, unless supervised by a staff member; faculty lounges, staff mailroom, all instructional areas when not occupied and locations identified by teachers or staff. REMINDER: McClure Closed Campus policy is outlined in the above section titled "Building."

## SAFETY & RULES

**Students should leave these items at home (The school is not responsible for lost or stolen items):**

- Valuable items
- Excessive money - students should only bring the amount of money that is needed that day if any at all  
Permanent markers and laser pointers
- Fidgets, toys and other non-school items
- Any items stated in The Basic Rules of Seattle Public Schools including fake weapons

**Students should leave these things in their lockers or at home:**

- Electronics (i.e. tablets, cell phones, etc.) No electronics in classrooms or hallways (unless teacher-directed). No earbuds are to be worn in students' ears during the school day
- Backpacks
- Skateboards/scooters (we will not store student skateboards or scooters)

## SEEING OR HEARING ABOUT SOMETHING DANGEROUS

If students see something or someone doing something that is dangerous or illegal, they need to get an adult's help immediately. If students hear any kind of rumor or gossip about a weapon or anything else dangerous at school or on the bus, they need to report the rumor to an adult immediately.

## SCHOOL HOURS

The building will be open to students at 8:35 AM. Teachers will be available by 8:35 a.m. and until 4:15 p.m. unless a student/parents makes an appointment for a time outside of those hours. It is expected that students leave the campus within 10 minutes of dismissal. Any student in the building after school hours must be under the direct supervision of a coach, staff member, or activity director.

## THE SOURCE AND SCHOOLOGY PAGES

The Source is the tool used by teachers to inform students and families of students' progress. We view these tools as our primary form of communication regarding student academic progress; we urge proactive review of this information to avoid surprises. At times some information may need clarification between home and teacher which we encourage you to seek before key dates such as end of quarter or semester and when final grades are due. Schoology pages are the tool used by teachers to inform students and families about upcoming assignments, share resources, upload handouts, classwork & readings, display syllabi, and provide other details about a lesson or unit that are required and/or would be helpful. McClure staff have mutually agreed to update both of these resources at least every two weeks to provide up-to-date information to guide student achievement. Explicit directions for Source and Schoology page access will be shared with students and families in the fall of each school year.

## VISITORS

All visitors **MUST** report to the main office and wear a visitor badge while at the school. However, this is a closed campus to student visitors from other schools during the school day. To visit a classroom, meet with a McClure staff member including McClure Administrators, a teacher, counselor, etc., parents/guardians must make an appointment at least 24 hours ahead of time. We are unable to accommodate drop-in visits.



# Positive Beliefs, Positive Relationships, Positive Learning And Positive Partnerships In Seattle Public Schools\*

A vision based on shared beliefs, values, rituals & stories that grow as part of the culture. Collaborative relationships & respectful interactions between students, families & staff. Fair & equitable treatment that respects & values all cultures. A physical environment that is welcoming, safe, & accessible to all. Regular assessment and review of school climate survey by students, families, staff and stakeholders.

*Rights and Responsibilities of students and the school include the following:*

- As a member of the school community, students have the right to an orderly, safe classroom and school; A quality education with high-expectations ... courteous and respectful treatment ... and an opportunity to learn from mistakes
- Students should take personal responsibility to: share with a trusted adult at the school when they are experiencing emotional and/or physical stressors for the purpose of obtaining resources or support; accept reasonable consequences when failing to meet behavioral expectations and use the opportunity to learn from their mistakes; attend school regularly and prepared for all classes; contribute to a safe and positive school climate; dress appropriately for school; respect property of others and the school
- School staff has a responsibility to contribute to a safe and positive school climate; know, care for and establish positive relationships with students; hold all students to high expectations; encourage family participation in the resolution of ongoing problems (including) encourage the resolution of problems within the school setting and seek consequences that are fair and natural for the situation

\*Student Rights and Responsibilities (2016). Seattle Public Schools. Superintendent Larry Nyland.

## McClure Continuous School Improvement Plan (CSIP)

McClure has identified 3 goal areas to build upon this school year:

1. Improve student growth measures by 3% in grades 6/7/8 in Math Proficiency to 70% / 85% / 80% (respectively) as measured by the annual Smarter Balanced Assessment (SBA)
2. Improve student growth measures by 3% in grades 6/7/8 in English Language Arts Proficiency to 88% / 85% / 80% (respectively) as measured by the annual SBA
3. Increase number of students responding positively to the statements: "Students in my classes are respectful to adults", "My teachers make me feel included in class", and "My teachers take the time to get to know me", by percentages related to disaggregate responses to our Student Climate Survey (see Building Leadership Team - BLT- for exact measures)

Teachers use Advisory and some of their Wednesday early release and other professional development time to identify, review and implement the strategic instruction and supports which guide these achievement targets.

## McClure Discipline Guidelines and Policies

We believe that student development occurs best within an atmosphere of mutual respect, and therefore any behavior that undermines this respect, is promptly addressed. Our emphasis is on prevention and responsibility-centered practices. Expectations are regularly taught and reviewed; students are given opportunities to correct disruptive or disrespectful behaviors within a developmental and progressive methodology. Additionally, teachers, administrators, and staff will not tolerate any behavior which interferes with or is detrimental to the orderly operation of class, school, school-sponsored activities, or any other aspect of the educational process. If a student is repeatedly disruptive or disrespectful, indicating resistance to corrective opportunities, s/he will be subject to progressive discipline, including loss of activity privileges such as field trips and possible suspension from school, and /or referral to either social-emotional support teams and/or law enforcement authorities if warranted.



## GENERAL DISCIPLINE POLICY

**All school rules apply to students enroute to and from school, at the bus stop, during the school day, and at all school related activities, whether at McClure or any other place sanctioned by our school (i.e. field trips).** The following procedures will be followed when students violate codes of conduct:

- Students will be informed of the rule/behavior violation in question
- School administrators will conduct an investigation if necessary
- The consequence for the rule/behavior violation will be determined by law, school district policy, school policy, classroom policy, and the judgment of the adult administering the discipline
- Parents will be notified when necessary
- Students and their parent/ guardian will be informed about grievance procedures relevant to serious offences
- Discipline is considered to be a combination of consequence and learning with the desired outcome being changing behavior

## ATTENDANCE & DISCIPLINE

Attending school every day on time is an essential part of being a successful student. In accordance with Washington State Law, all students are expected to attend all assigned classes daily. At McClure, students are assigned Work Study (PRIDE ROOM) once they accumulate 6 un-excused tardies regardless of the time of day the tardy occurred. If uncorrected after the Work Study consequence, a parent conference is scheduled. Families of students with chronic attendance difficulties will receive letters to inform them of how many days their student has missed in order to reinforce the message that attendance is important. If your child is having difficulty maintaining at minimum a 91 % attendance rate, expect to be contacted by the school in order to develop an attendance success plan (SAA). **Important: SPS considers a student absent from any class period s/he is 10 or more minutes un-excused late to a given class. Additionally, any student exceeding 20 absences for any reason is required to meet with school officials and is potentially subject to a truancy referral per Superintendent Procedure: 3121SP.**

**Absences and tardies are EXCUSED only for...**

- Student's illness or injury, or medical appointment-please provide a medical note if absence exceeds 3 days
- The illness, injury, or death of a family member
- Religious events/observances

**Absences and tardies are NOT EXCUSED for...**

- Student or parent/guardian oversleeping or Alarm clock malfunction
- Missing the bus
- Unsubstantiated chronic conditions without medical provider documentation

**Make-up Work:** After being tardy or absent from a class, **students** must take responsibility to check their teacher's Schoology pages and the Source as the primary means of information regarding missed assignments. ***24-hour notice is needed to fill any additional homework requests.***

## MISBEHAVIOR PREVENTION/RESPONSES TO MISCONDUCT

### Classroom Prevention-Focused Procedures

Tier I (Universal and Aligned for All Students)

1. Teacher introduces and reinforces school-wide behavior expectations and distributes school planner
2. Teacher consistently teaches specific classroom & school expectations throughout the school year (PRIDE Matrix) with an emphasis on respect and kindness
3. Classroom expectations are reviewed regularly
4. Teachers and staff issue PRIDE cards to reinforce adherence to PRIDE; cards are redeemed at the PRIDE store
5. When a disciplinary situation occurs, these steps will be followed:
  - a. Student is made aware of breakdowns in expectation and given an opportunity to self-correct
  - b. Student is expected to correct/adjust his/her behavior accordingly with developmentally appropriate guidance
  - c. At times the student may be assigned a classroom-based restorative task by the teacher as a natural consequence

## **CLASSROOM SOLUTION-FOCUSED RESPONSES**

For repeated violations

Tier 1 & 2 (Both Universal & Customized Responses)

- Teacher informs student/s/he has committed a minor violation and outlines the expected behavior (see above) If misbehavior continues, 1) student is specifically asked to correct; 2) if unable to do so is reminded they will earn an office referral; 3) student earns office referral (during which):
- Designated staff process the incident with the goal of timely return to class
- In most cases this is a quick and smooth process
- Student makes commitment to classroom teacher to follow classroom expectations and asks permission to return to class
- Student is expected to wholly fulfill the terms of the commitment and able to return to class
- In some cases, additional corrective responses will be part of the resolution when appropriate

## **GRIEVANCE PROCEDURE**

In the event a student and/or his/her parent is concerned about an action taken by a teacher the following procedures should be followed:

- Schedule at least one conference with the relevant teacher in an attempt to resolve the issue
- If the issue remains unresolved, a 2nd meeting may be necessary to which a teacher may request an administrator attend
- In the event a student and/or his/her parent is concerned about an action taken by an administrator the following procedures should be followed:
  - Schedule a conference with the relevant administrator in an attempt to resolve the issue
  - Should the issue involve out of school actions:
  - A short-term suspension is appealed to the building principal (Telephone number: 252-1900)
  - A long-term suspension, expulsion, or emergency expulsion is appealed before a Hearing Officer by writing and/or telephoning the District Administration Office within three days of the receipt of the Notice of Disciplinary Action (NOA). Telephone Number: 206-252-0820

## **REQUESTING A CONFERENCE/CONTACTING PARENTS**

Parent involvement is viewed as a vital component in addressing unwanted behaviors in the classroom. This communication will be made by teachers or administrators depending on the circumstances. In an effort to coordinate a timely and coordinated cessation to the unwanted behaviors through a parent conference or other agreed upon supports, parents will be contacted if office referral is ineffective or concerns arise in the process.

## **SUPPORT PLANS FOR BEHAVIOR / ATTENDANCE**

When a student has shown that changing his/her behaviors is a challenge. S/he may be placed on a behavior and/or attendance plan agreement.

**SHORT-TERM SUSPENSION STS (1-10 days)** Administered by building administration. Parents or

guardians will be contacted prior to student dismissal. An NDA is sent home. This action may be appealed to the building principal. While suspended, students are not allowed on campus. Students will be given an opportunity to make up work and should check Schoology daily to access the needed resources and details regarding missed assignments. To seek clarification on missed work, students may contact their teacher via email or through Schoology when suspended.

**LONG-TERM SUSPENSION LTS (11+ days)** Administered by building administrator. Parents are contacted prior to dismissal. Police/Fire Department will be contacted as appropriate. An NDA is sent home. Students are not permitted to come to school or enter school property. Long-term suspensions are subject to the District level appeal and hearing process. Students should check Schoology daily to access the needed resources and details regarding missed assignments while suspended. To seek clarification on missed work, students may contact their teacher via email/Schoology when suspended.

## **EMERGENCY EXPULSION**

A school administrator may emergency expel a student immediately, provided that there is sufficient reason to believe that the student's presence is dangerous and/or it would cause substantial disruption within the school to have the student present in classes, for activities and at other related school events [WAC 392-400-295]. Emergency expulsions may last no longer than 10 school days. Emergency expulsions shall continue through the specified end date unless rescinded by the administrator or modified at an appeal hearing. The designated school authority will meet with the student no later than the next school day following the student's removal and initiate appropriate corrective action.

## **DRUG-FREE SCHOOL**

Severe disciplinary action will be taken for drug and alcohol violations. Selling, distributing, possessing and/or using controlled substances are all subject to Exceptional Misconduct actions (these Reportable Violations are located in the SPS Code of Conduct E-Series, summarized, below). This does include suspected use. The law identifies discipline that can include prosecution for illegal acts, as well as expulsion for students and loss of job for school employees. Resources include the following:

24-hour Crisis Clinic: 206-461-3222

Teen Link Mon-Thurs 6-10 p.m.: 206-461-4922

## **MEDIATION AND RESTORATIVE CONFERENCES**

If you are in conflict with another student you may have the opportunity to meet with that student and an Administrator, Counselor or other trained staff in a confidential meeting. The meeting may offer mediation or restoration depending upon the circumstances and/or nature of the conflict or incident in question. The purpose of such meetings is to resolve differences and to offer concrete positive actions that will be long-lasting for all involved.

## **RESTITUTION**

Students are asked to take responsibility for damaged or stolen property including damage to school buses and computer hardware like keyboards or monitors that must be replaced, cleaned or fixed at the offender's expense. The school has the right to withhold grades/transcripts until compensation has been received. If a student is unable to make monetary compensation or if it is not deemed appropriate given the circumstances, in some cases students will be asked to take responsibility for damages by serving the school in a natural capacity as an in-kind restitution.

## **SEARCH AND SEIZURE / CONFISCATION**

Students and their possessions may be searched by school officials. Any materials which are illegal, prohibited by school regulations, or are a threat, disruptive or dangerous to individuals or the school as a whole shall be taken away. See LOCKERS for more information regarding search of lockers.

# **Seattle Public Schools**

## **Standard Discipline for Exceptional Misconduct**

Students will face school/district-based discipline and could also be referred to the police to face criminal charges if they commit any of the exceptional misconduct on the list below while in school, on school grounds, on District-sponsored transportation, or at any school-sponsored event. Students will also be disciplined and referred to the police if they engage in this exceptional misconduct in any other setting having a real and substantial relationship to the operation of the District, including, but not limited to, the preservation of health and safety of students and employees and the preservation of an educational process which is conducive to learning. Disciplinary action can include such things as losing the privilege of attending District-sponsored activities, or losing the privilege of using District-sponsored transportation; involve long or short term suspension, or an expulsion. The School Board has determined that these behaviors amount to "exceptional misconduct" warranting suspension for the first offense, provided that disciplinarians and hearing officers may grant exceptions in cases involving extenuating or exceptional circumstances, or after considering the background of the individual student. All of the following acts are specifically prohibited on school grounds, school-sponsored

transportation, (including authorized school bus stops), at school events off school grounds, or off-campus if disruptive effects result at school. Law enforcement may be informed.

## CODE OF PROHIBITED CONDUCT EXCEPTIONAL MISCONDUCT

- **Selling Alcoholic Beverages, Illegal Drugs, and Controlled Substances • Distributing Alcoholic Beverages, Illegal Drugs, and Controlled Substances**
- **Possessing or Using Alcoholic Beverages, Illegal Drugs, and Controlled Substances**
- **Assault** - Being physically violent, using unwarranted force, or demonstrating the deliberate and immediate intent to be physically violent toward another person, including domestic violence.
- **Sexual Assault** - Sexually assaulting or taking indecent liberties with another person (includes "panting" behavior by other than elementary-age students) .
- **Extortion, Blackmail, Coercion** - Obtaining money or property by violence or threat of violence, or forcing someone to do something against his or her will by force or threat of violence.
- **Arranging Fights** - Deliberately arranging a fight or willingly participating in such an arranged fight, not involving anger or hostility, which creates a substantial risk of serious physical injury to the participants.
- **Fighting** - Engaging in or provoking physical contact involving anger or hostility; including watching a fight without stopping it, or encouraging others to fight
- **Threats of Violence** - Communicating credible, focused threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life, safety, or property is in danger, or which cause a listener to believe that another person's life, safety, or property is in danger.
- **Hazing** - Initiating students into a school, group, grade level, or office through unsafe or illegal behaviors that cause, or are likely to cause, physical injury.
- **Firearm** - Mandatory One-Year Expulsion - Carrying a firearm onto, or possessing a firearm on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities .
- **Dangerous Weapons** - Carrying a dangerous weapon onto, or possessing a dangerous weapon on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities .
- **Common Knives** - Carrying onto or possessing a knife on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.
- **Uncommon Fireworks, Explosives, Chemicals, and Incendiary Devices** - Carrying an uncommon firework, explosive, chemical, or incendiary device onto, or possessing any of the foregoing on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities .
- **Toys Used as Weapons** - Possessing and using with malice (in a threatening manner) objects that appear to be capable of causing bodily harm such that a person believes his or her safety is in danger, including toys that appear to be weapons regardless of size.
- **Robbery** - Taking another's property by force or threat of force.
- **Theft** - Stealing school district property or the property of a staff member, student, or school visitor.
- **Burglary** - Forced entry or remaining unlawfully in a District building or room in the building for the purpose of taking property.
- **Possession of Stolen Property** - Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property .
- **Malicious Mischief** - Intentionally causing damage to any school property, staff property, or school buses. Also, writing, painting, drawing, or otherwise marking graffiti on any school property, staff property, or school bus that is so extensive that the cost of removing it exceeds \$100.
- **Intimidation of School Authorities** - Interfering, or attempting to interfere, with the discharge of the official duties of District personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger.

- **Interference with School Authorities** - Interfering with the discharge of the official duties of District staff by: using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person; disobeying the orders of school officials to leave school property or disperse as instructed; heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school district such that it interferes with their ability to maintain order or complete their lawful duties, including use of abusive or foul language directed at a school district employee and use of any electronic means that has the purpose of embarrassing, denigrating, or demeaning school staff; or hindering the investigation of an incident by school staff by deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.
- **Sexual Misconduct** - Engaging in inappropriate mutual sexualized conduct that is not conducive to the learning environment of a school.
- **Inappropriate Touching** - Engaging in unwanted or inappropriate touching of the private parts of another.
- **Verbal Assault** - Using words that are hurtful, harmful, demeaning, offensive, or embarrassing, including words that are crude or vulgar, and name-calling.

## OTHER DISTRICT OFFENSES

In addition to Exceptional Misconduct, students are not allowed to engage in other behaviors which disrupt or interfere with the educational process. Students will be disciplined for participation in any of the following behaviors in school, on school grounds, on District-sponsored transportation, or at any school-sponsored event. Students will also be disciplined for such behavior in any other setting having a real and substantial relationship to the operating of the District, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning.

- **Disruptive Conduct** - Flagrantly and substantially interfering with teaching or learning in the classroom, school activities, or extracurricular activities.
- **Rule-breaking** - Repeatedly breaking a specific, published school rule. This includes breaking school bus rules.
- **Disobedience** - Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers and other school staff.
- **Hazing** - Initiating students into a school, group, grade level, or office through persecuting, harassing, or coercive behaviors that cause or are likely to cause social or emotional harm.
- **Common Fireworks** - Possessing, using, distributing, or selling common fireworks, including, but not limited to, firecrackers, sparklers, smoke bombs, stink bombs or poppers.
- **Gambling** - Playing cards, dice, or games of chance for money or other things of value .
- **Misrepresentation** - Forging a parent's, guardian's, or any other person's signatures on any letter to the school or on any school document. Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books; impersonating another person on the phone .
- **Plagiarism** - Cheating or copying the work of other persons or turning in another person's papers, projects, computer programs, etc., as your own .
- **Using or Possessing Tobacco Products** - Using or possessing any tobacco products by any students in or on public school property, on school buses, and at school-sponsored activities.
- **Careless Burning** - Setting afire matches, lighters, or a portion of a single sheet of paper momentarily in a classroom, restroom, hallway, or other school location and immediately extinguishing the flame, whether in play or through carelessness.
- **Misuse of Computers** - Inappropriately using school computers.
- **Graffiti** - Knowingly writing, painting, drawing, scratching, or otherwise marking any inscription, figure, or mark of any type of any District-owned or staff property, unless the student has obtained the express permission of a school official or the staff person.
- **Bullying, Intimidation, and Harassment** - Engaging in intentional written, verbal, electronic, or physical bullying, intimidating, or harassing conduct that: is for the purpose of embarrassing or denigrating another person; physically harms a student or damages the student's property; is so severe, persistent. or pervasive that it creates an intimidating or threatening educational environment; has the effect of substantially interfering with the student's education; or has the effect of substantially disrupting the orderly operation of the school. There is

no requirement that the student actually possesses the characteristic that is the basis for the bullying, intimidation, or harassment. This includes: "pantsing" another person (engaged in as teasing by elementary-age students); conducting electronic bullying, intimidation, and harassment on school grounds, during school activities, on school buses, or during the school day.

- **Sexual Harassment** - Deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the person is uncomfortable, intimidated, or threatened by the behavior.
- **Malicious Harassment** - Maliciously and intentionally committing one of the following acts because of a perception of that person's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification, or mental, physical, or sensory handicap: Causing physical injury to the victim or another person, or causing physical damage to or destruction of the property of the victim or another person, or threatening a specific person or group of persons such that the persons, or members of the specific group of persons are in reasonable fear of harm to themselves or their property.
- **Guns and Toy Weapons** - Possessing a toy gun (BB-guns and other pellet guns are Dangerous Weapons) or other toy weapon not appearing to be a real gun or weapon; or appearing to be a real gun or weapon, but not used or displayed with malice.
- **False Reporting** - Knowingly reporting or corroborating misbehavior of others that did not occur.
- **Gang/Hate Group Activity** - Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on a school grounds or during school activities or functions.
- **Trespass** - Entering or remaining unlawfully in a school building or on any part of school grounds or school property for any purpose excluding theft of property
- **Computer Trespass, Tampering, and Misuse** - Intentionally violating a school's or the District's computer system or database.
- **Arson** - Intentionally setting a fire or causing an explosion.
- **False Alarm** - Activating a fire alarm or calling 911 for other than the intended purpose of the alarm.
- **False Threats** - Falsely reporting any type of bomb or person with a firearm in any school building or structure, on school grounds, on District-provided transportation, or at a school-sponsored function.
- **Lewd Conduct** - Engaging in inappropriate sexual acts, either singly or consensually with another person, including sexual intercourse, oral sex, sexual toughing, indecent exposure, or voyeurism.

NOTE: In addition to the above rules, each school will adopt and distribute to each student rules which will govern a student's conduct in that particular school. When students break those school rules, they will be disciplined. (See Rule-breaking, above)

# Harassment, Bullying and Intimidation

## MCCLURE MIDDLE SCHOOL AND SEATTLE SCHOOL DISTRICT POLICY AND GUIDELINES

Because all employees and students have the right to work and learn in a nono-intimidating environment, harassment will not be condoned or tolerated in the district. Harassment of any employee or student on the basis of his/her individual differences including but not limited to race, gender, age, disability, physical condition, sexual orientation, ethnic group or religion, is a serious violation of district policy.

**Harassment** can take many forms and can include bullying, intimidation, slurs, comments, rumors, "put-downs", jokes, innuendoes, unwelcome compliments, cartoons, pranks and/or other verbal or physical conduct relating to an individual which (1) have the purpose or effect of creating an intimidating, hostile or offensive working or learning environment; (2) have the purpose or effect of unreasonably interfering with an individual's work performance or education; or (3) otherwise unreasonably affects an individual's employment or education opportunities.

**Sexual harassment** is a type of harassment and occurs when the types of verbal and physical conduct described above are sexual in nature. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed. Sexual harassment exists when: (1) submission to the conduct is, either explicitly or implicitly, a term or condition of employment or educational opportunity; or (2) submission to or rejection of the conduct is used as the basis of an employment or school-related decision affecting such individual; or (3) the conduct unreasonably interferes with the individual's job or educational performance or creates an environment that is intimidating, hostile or offensive.

**Harassing conduct** includes **repeated** offensive sexual flirtations, advances or propositions, **continued** or **repeated** verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, the display of sexually suggestive objects or pictures, or any offensive or abusive physical contact. Harassment, including sexual harassment, does not refer to casual conversations or compliments of a socially acceptable nature. It refers to behavior related to the above definitions which is not welcome, is personally offensive and which interferes with efficacy or creates uneasiness.

**All staff, parents, volunteers and students are prohibited** from harassing any other employee, parent, volunteer or student and/or from retaliating, in any way, against anyone who makes a complaint of harassment. Any employee who is found to have violated this policy will be subject to disciplinary action up to and including termination of employment consistent with the collective bargaining agreements and state and federal laws. **Sexual harassment by or against students** is also prohibited. Any student who is found to have violated this policy or building regulations governing harassment will be subject to discipline according to the building discipline code.

**False Reports:** It is a violation of this policy to knowingly report false allegations of harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

**Complaint Procedure: Informal Process:** If an employee or student feels he/she has been subjected to harassment of any kind, they are encouraged to immediately identify the offensive behavior to the harasser and request that it stop. If the person is uncomfortable addressing the matter directly with the harasser or if the person has done so and the behavior does not stop, then they should discuss the matter immediately with the building administrator or any administrator with whom they feel comfortable. They should also report as indicated above any problems that arise with community members or other persons encountered in the school or work place.

**Formal Process:** Whether or not an informal process has been initiated, staff or students may file a formal written and signed complaint with Human Resources.

**Investigative Procedures:** Any complaint received will be promptly investigated and the district will take prompt corrective action where appropriate. A written report of the complaint and investigation results will be compiled.



# Citizenship Rubric



<b>Grade</b>	<b>Productivity</b>	<b>Respect</b>	<b>Dependability</b>
<b>A</b>	1. Work is always turned in on time. 2. Student is always focused on the task. 3. Student always starts the 'do- now' task immediately, without reminders.	1. Student always interacts with peers and adults respectfully. 2. Student always shows respect with guest teachers.	1. Student is always prepared for class with necessary materials. 2. All in-class work is organized and current {e.g. classroom notebooks).
<b>B</b>	1. Work is usually turned in on time. 2. Student is usually focused on the task. 3. Student usually starts the 'do- now' task immediately, without reminders.	1. Student usually interacts with peers and adults respectfully. 2. Student usually shows respect with guest teachers.	1. Student is usually prepared for class with necessary materials. 2. Most in-class work is organized and current (e.g. classroom notebooks).
<b>C</b>	1. Work is sometimes turned in on time. 2. Student is sometimes focused on the task. 3. Student sometimes starts the 'do-now' task but usually needs reminders	1. Student sometimes interacts with peers and adults respectfully. 2. Student sometimes shows respect with guest teachers.	1. Student is usually prepared for class with necessary materials. 2. Some in-class work is organized and current (e.g. classroom notebooks).
<b>D</b>	1. Work is rarely turned in on time. 2. Student is rarely focused on the task. 3. Student rarely starts the 'do- now' task without reminders.	1. Student rarely interacts with peers and adults respectfully. 2. Student rarely shows respect with guest teachers.	1. Student is rarely prepared for class with necessary materials. 2. Hardly any in-class work is organized and current (e.g. classroom notebooks).

I think I earned an \_\_\_\_\_

Two things I think I did really well on were \_\_\_\_\_

One thing I think I need to work on next time is \_\_\_\_\_

These skills are important because \_\_\_\_\_



# McClure Mavericks Hall Pass

Name: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Week Of/Date	Destination	Left @	Teacher Initials	Return @	Teacher Initials	Week Of/Date	Destination	Left @	Teacher Initials	Return @	Teacher Initials
9/5						11/12					
9/10											
						11/19					
9/17						11/26					
9/24						12/3					
10/1						12/10					
10/8						12/17					
10/15						1/7					
10/22						1/14					
10/29						1/21					
11/5						1/28					

This page is to be utilized for use as a hall pass. All students are required to present the pass when asked by any school staff member. Students are limited to three passes per 5-day week for personal reasons. Please make sure the pass is completed in **ink**, that it has the **date and time**, and that it is in the section for the **current week**. Students are expected to show appropriate respect for learning when asking for signatures.

# McClure Mavericks Hall Pass

Name: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Week Of/Date	Destination	Left @	Teacher Initials	Return @	Teacher Initials	Week Of/Date	Destination	Left @	Teacher Initials	Return @	Teacher Initials
2/4						4/22					
2/11						4/29					
2/25						5/6					
3/4						5/13					
3/11						5/20					
3/18						5/27					
3/25						6/3					
4/1						6/10					
4/15						6/17					

This page is to be utilized for use as a hall pass. All students are required to present the pass when asked by any school staff member. Students are limited to three passes per 5-day week for personal reasons. Please make sure the pass is completed in **ink**, that it has the **date and time**, and that it is in the section for the **current week**. Students are expected to show appropriate respect for learning when asking for signatures.

# Reading Log Rubric

## 6th-8th Grade ELA 2018-2019

**Here's what I'm learning:** CCSS.ELA-literacy. RL.6-8.10

*By the end of the year, I will read and comprehend literature, including stories, dramas, poetry, AND non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.*

<p><b>4</b> Exceeding Proficiency</p>	<ul style="list-style-type: none"> <li>• I am almost always prepared with a reading book in</li> <li>• Language Arts class {determined by Language Arts teacher}</li> <li>• I have challenged my thinking by reading at least 3 different genres this quarter</li> <li>• I have exceeded the weekly page number requirement for my grade:               <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> grade: 250+ pages</li> <li>○ 7<sup>th</sup> and 8<sup>th</sup> grade: 300+ pages</li> </ul> </li> <li>• I have read at least 2 non-fiction books per quarter</li> </ul>
<p><b>3 - 3.5</b> Meeting Proficiency</p>	<ul style="list-style-type: none"> <li>• I bring a reading book to Language Arts class most of the</li> <li>• time (determined by Language Arts teacher)</li> <li>• I have read books at or above my grade level each quarter</li> <li>• I have read the weekly page numbers for my grade per</li> <li>• week               <ul style="list-style-type: none"> <li>○ 6<sup>th</sup> grade: 200+ pages</li> <li>○ 7<sup>th</sup> and 8<sup>th</sup> grade: 250+ pages</li> </ul> </li> <li>• I have read at least 1 non-fiction book per quarter</li> <li>• I have filled in all information for each book in my log</li> <li>• I have completed most of the books on my log</li> </ul>
<p><b>2 - 2.5</b> Approaching Proficiency</p>	<ul style="list-style-type: none"> <li>• I do not consistently bring a reading book to Language Arts</li> <li>• class (determined by your Language Arts teacher)</li> <li>• I have not consistently read books at or above my grade level</li> <li>• I have read fewer than the weekly page numbers for my grade per week</li> <li>• My reading log information is not complete</li> </ul>
<p><b>1 - 1.5</b> Beginning/ Incomplete</p>	<ul style="list-style-type: none"> <li>• I must make a plan for improvement with my Language Arts teacher</li> </ul>

# McClure Mavericks Reading Log – 1<sup>st</sup> Quarter

#	Title of Book	Author	Genre	# of Pages	Start Date	Finish Date
1						
2						
3						
4						
5						
6						
7						
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10						
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29						
30						

# McClure Mavericks Reading Log – 2<sup>nd</sup> Quarter

#	Title of Book	Author	Genre	# of Pages	Start Date	Finish Date
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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26						
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28						
29						
30						

# McClure Mavericks Reading Log – 3<sup>rd</sup> Quarter

#	Title of Book	Author	Genre	# of Pages	Start Date	Finish Date
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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29						
30						

# McClure Mavericks Reading Log – 4<sup>th</sup> Quarter

#	Title of Book	Author	Genre	# of Pages	Start Date	Finish Date
1						
2						
3						
4						
5						
6						
7						
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# School Year Dates

The school calendar is negotiated between Seattle Education Association and the district. The Seattle School Board adopted the 2018- 19 school calendar at the Jan. 31, 2018, board meeting. Students are released 75 minutes early every Wednesday\*, except for the first day of school. This is to support improved teacher collaboration and student academic performance.

**Wed., Sept. 5, 2018** First day of school (regular school hours apply)

**Mon., Sept. 10, 2018** First day of kindergarten (three-day delayed start)

**Fri., Oct. 12, 2018** State In-service Day (no school)

**Mon., Nov. 12, 2018** Veterans Day (no school)

**Nov. 22 - 23, 2018** Thanksgiving break

**Fri., Dec. 21, 2018** 1-hour early dismissal (holiday break)

**Dec. 24, 2018 - Jan. 4, 2019** Winter break (no school)

**Mon., Jan. 21, 2019** Martin Luther King Jr. Day (no school)

**Wed., Jan. 30, 2019** Day between semesters (no school) \*possible snow make-up day (1 of 3)

**Feb. 18 - 22, 2019** Mid-winter break including Presidents Day (no school)

**April 8 -12, 2019** Spring break (no school)

**Mon., May 27, 2019** Memorial Day (no school)

**Thurs., June 20, 2019** Last day of school (1-hour early dismissal)

**June 21 and 24, 2019** Possible snow Make-up days

**\*On Wednesdays, McClure Middle School is released at 2:30 p.m. (see planner pages 4-5 for Early Release Schedules)**

