

WELCOME

Welcome to Clinton. This year we are at full scale and have seniors. This is very exciting as we have been planning for this year for the past seven. Our academic program culminates in the International Baccalaureate Diploma Programme in the 11th and 12th grades.

Over the past seven years I have come to see what a special place Clinton is. We have an incredible staff, a new facility, a great location, and most importantly, your bright and talented Clintonian who will be with us for a number of years!

This family handbook is intended to supplement the information about Clinton's culture, policies, and procedures. We ask that you review it with your child, sign the last page, and return it to the first period teacher in the first week of school.

We also follow the NYC Department of Education Discipline Code (6th-12th grade), which can be found in its entirety at:

[NYC Department of Education Discipline Code](#)

During the school day I am often difficult to reach by phone, but please email. ***Note please do not copy us on emails to other Clinton staff unless you have not received a response from them and seek to escalate the matter.***

All staff, including me, should respond within 48 hours.

Better than email, I'm outside the school during middle grades arrival times and we can speak in person or we can make an appointment.

As you know, we have waited a long time for our expansion and our permanent home, and plan to make the most of it. 2018-19 is going to be a great year.

Jonathan Levin- Principal, grades 6-7

Cheryl Goett- AP, grades 10-12

Matthew Greenawalt- AP, grades 8-9

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CLINTON CULTURE

Preadolescence and adolescence are times of significant social and emotional growth for students. Adults in the school support students in learning how to make good decisions in an educational environment by:

- Providing clear classroom rules and expectations
- Providing classes to address issues of mental and physical health
- Following a ladder of referral that gives students the opportunity to change their behavior decisions
- Working together to build student camaraderie and school traditions
- Being visible in transition areas
- Providing opportunities for mediation of conflicts
- Working to ensure that each student has at least one adult with whom they feel comfortable speaking to
- Providing clear consequences for positive choices such as:
 - recognition and awards at the end of each semester
 - privileges regarding out-lunch, lockers, and participation in special events
- Providing clear consequences for poor choices such as:
 - loss of privileges, including school trips, events, and performances
 - lunch detention

Hawk Habits and the International Baccalaureate (IB) Learner Profile

The Clinton staff has developed a foundational set of habits that lead to success as a student during and beyond middle school. These are called “Hawk Habits.” They are also a valued part of the curriculum and, as such, growth in these habits is incorporated into students’ grades in each class. The three following Hawk Habits are developed and assessed in all grades:

We will record grades for three Hawk Habits in the all grades. The three we will grade are engagement, responsibility and time-management.

In addition, we look to engage all students in the IB learner profiles. Our goal is to develop students that are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective. We believe that grounding all classrooms in these traits ensure that all students develop into lifelong learners.

Grading Policy

There are two kinds of grading. Grades that indicate a student is compliant and grades that show student achievement against a pre-established set of outcomes. Clinton is firmly an outcome-based grading school, which means we grade student achievement against a pre-established set of outcomes. Given our core beliefs about teaching and learning, and after studying and discussing the grading policy over the course of two years, Clinton faculty and administrators have established the grading practices outlined below.

Clinton values project based learning and we believe all students must be given opportunities to demonstrate mastery of learning. Exams and tests are one way to demonstrate a student's learning, but they should not be used exclusively without including other types of assessments incorporated into units of study. Therefore, units include multiple assessments where students are able to demonstrate their knowledge, including projects and performance-based summative assessment.

We use outcome grading via JumpRope. Many questions you have about JumpRope can be found [here](#) on our family FAQ page.

Grade weights are distributed between content outcomes and Hawk Habits. Hawk Habits were established to measure students on grade appropriate habits that we feel are essential for future success and are connected with IB Learner Profiles for Upper Grades.

Middle Grades Late Work Policy

- Projects and larger assignments due over a long period of time will be accepted up until 10 days before the close of the semester. Parents should be advised to push students to make up larger projects asap. This is so that teachers have time to grade them, and also so that students have an opportunity to demonstrate proficiency on outcomes.
- Smaller homeworks will be accepted up until a week after the due date and then no longer accepted.

Upper Grades Late Work Policy

- Projects and larger assignments are due on the deadline given by the teacher. If a student is concerned about not meeting a deadline, he or she must schedule a conference to speak with the teacher at least two days prior to the deadline in order to formulate a plan for completion. If a project or larger assignment is turned in after the deadline without a conference, the grade for the project may be reduced.
- Smaller homeworks are due by the teacher's given deadline. Homework that is not turned in on time will result in a reduced grade. Students who struggle to complete a homework should demonstrate an attempt to complete the work and note any questions that they need to ask the teacher.
- In the Upper Grades there is a quarterly cut-off for all late work midway through the semester, and another one for the second semester. They are marked on our calendar.

Grading and Progress Reports

Middle and upper school outcome grades are reported on the 1-7 scale.

What does the 7 point scale mean?

The 1 - 7 scale is aligned with the International Baccalaureate grading scale. As a school, we use the scale to measure a student's understanding on each given assignment. In general, level 2 is considered

passing, a level 5 shows a student is showing full understanding on a given standard and a level 7 suggests that a student has shown understandings above and beyond the expectations. The following section gives general descriptors to better understand what each level means.

Level	Descriptors
Level 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Level 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Level 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Level 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Level 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Level 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Level 1	Minimal achievement in terms of the objectives. No course credit awarded.

Many standards based schools are working with the New York City Department of Education, but currently we are required to convert our levels into percentages. On final report cards, a 7.0 mark translates to 100%, 6.0 translates to a 93%, 5.0 translates to 85%, 4.0 to 80%, 3.0 to 70%, 2.0 to 65% and 1.0 to 55%.

Grades are given twice a year. Each half of the year is a separate grade. There is no final grade, as each semester is credit bearing. Thus, a student can pass one term and receive credit and fail another.

In the middle and upper grades awards ceremony, each teacher honors an academically strong student and a student who exemplifies one of the IB learner profile attributes.

Grade teams have discretion in their awards.

Grade Promotion

Middle grades students whose promotion is in doubt are notified in late January/early February. This is standardized across the city.

Upper grades students are promoted on the basis of credit accumulation.

- Grade 9 - 8 credits in academic subject areas
- Grade 10 - 20 credits in academic subject areas (Including 4 in English and/or ESL and 4 in social studies)
- Grade 11 - 30 credits in academic subject areas
- Grade 12 - 44 credits in academic subject areas

Students who do not pass a grade will have the opportunity to attend summer school. The NYC DOE allows modified promotion standards for students with significant disabilities through 8th grade. All students are held to the same promotion criteria beginning in 9th grade.

IB Diploma Programme Assessment Policy (11th and 12th Grades Only)

Philosophy

At The Clinton School, we believe that all students have the ability to achieve high levels of success. Varied assessment is a measure of performance that provides actionable results toward the goal of reaching higher levels of achievement. Feedback from assessments is meant to encourage a growth mindset¹, guiding our learning community in its mission of: “Clinton. Better all the Time.” Our assessments are outcomes based and clearly communicated to students, staff, and families. The expectation of improvement is shared across our learning community.

Our assessments provide students with rigorous tasks that push them to develop holistically and reflect the philosophies of international-mindedness. Emphasis is placed on synthesis and application of knowledge, understanding and critiquing of concepts, and exploration of the world. Through assessment we will develop students’ abilities to transfer learning between academic and personal pursuits, engage in the world as principled and productive members of society, develop pride in perseverance and growth, and develop awareness of personal learning styles, areas of strength, and means to improve.

Expectations

Students

- Successfully complete all course assessments
- Follow deadlines as outlined in the assessment calendar
- Maintain relationships with both the Extended Essay and CAS supervisors
- Contact the appropriate staff member should an issue arise they need assistance resolving

¹ Dweck, Carol. *Mindset: The New Psychology of Success*. New York. Random House. 2006.

- Utilize provided rubrics and frameworks (such as IB Learner Profiles) as guides to produce work and measure success
- Embrace challenges
- Persist in the face of setbacks
- View effort and perseverance as pathways toward mastery
- Reflect on levels of success
- Value learning opportunities in teacher and peer feedback
- Utilize feedback for deeper recognition and accomplishment of success and improvement
- Use assessment to provide guidance in monitoring personal and academic goals
- Collaborate with their peers, the staff, and their families in building success

Teachers

- Submit appropriate documentation to the IB Coordinator
- Follow deadlines outlined by the assessment calendar
- Maintain awareness of curricular and assessment changes through the IB Online Curriculum Centre
- Design school-based assessments to scaffold DP expectations
- Design other school-based assessments to encourage multiple modes of performance
- Provide multiple opportunities to reach an outcome
- Use data from formative and summative assessments to inform continuing instruction
- Model the values, philosophies, and expectations of IB and Clinton
- Model the aspects of a growth mindset
- Collaborate in the development of instructional and curricular best practices
- Collaborate in norming assessments with other teachers
- Communicate outcomes, including across the two year Diploma Programme continuum
- Emphasize a growth mindset
- Provide specific, actionable feedback through the use of rubrics
- Encourage effort and perseverance as tools of mastery

IB Coordinator

- Sets structures for coordination of internal and external assessments across Years One & Two
- Sets standards of expectations for teachers' curriculum and provide training, individual support, and feedback
- Communicates with students, staff, and families
- Distributes IB assessment materials to teachers
- Offers training in interpreting IB summary data to teachers
- Trains Extended Essay and CAS supervisors
- Schedules IB training for all new IB teachers
- Schedules IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed
- Arranges IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Registers Years One and Two students for IB exams

- Supervises IB testing and monitor testing conditions
- Monitors the extended essay process
- Sets deadlines to ensure all IA Assessments, extended essay, and sample sets arrive at the appropriate destinations on time

Parents

- Cooperate in helping student maintain strengths and show improvements in areas of challenge as identified by rubrics and feedback
- Place an emphasis on valuing effort, outcomes, feedback, and the “growth mindset”
- Monitor student progress using the Parent Portal
- Discuss assessments with their student to show interest and encourage achievement
- Contact the teacher if issues arise beyond the ability of the student to address
- Attend parent meetings, especially regarding DP, to ensure that their understanding of Clinton programming is correct and to clarify any confusion

Grading Policies & Procedures

Semester Schedule: DP in Clinton will run on a semester schedule, with two semesters per year.

Semester one will run from September to the end of January and semester two will run from February to June. IB external assessments will occur toward the end of semester two, year two.

Informing Families/Students: Rubrics will be provided for all assessments. Rubric scores and student-specific feedback will highlight areas of strength and challenge, and delineate steps to show improvement. This information will be provided directly and regularly to students and their families. Clinton will purchase Managebac and Turnitin licenses for DP. The programs will be used by staff and students to facilitate pacing, submission, and honesty of assignments.

Conversion Scale (for reporting scores to DOE):

In a perfect world we wouldn’t assign numbers to students at all. We could just write that a student is “at grade level” or “Above grade level.” Of course, this is not a perfect world and the DOE still mandates we reports scores on the 100 point scale. To be consistent, below is our conversions scale.

JumpRope Scale	100 Point Scale		JumpRope Scale	100 point scale
7.0	100		3.75	77.5
6.75	98.5		3.5	75
6.5	96.5		3.25	72.5
6.25	94.5		3.0	70
6.0	93		2.75	68.5
5.75	91		2.5	67.5

5.5	89		2.25	66.5
5.25	87		2.0	65
5.0	85		1.75	62.5
4.75	83.5		1.5	60 - failing
4.5	82.5		1.25	57.5 - failing
4.25	81.5		1.0	55 - failing
4.0	80		Below 1.0	55 - failing

Support & Assistance

- Guide students to manage a pacing calendar
- Students with Special Needs:
 - If a student receives extra time, that is often built into the assessment. It should state this on the top of the quiz. For example, if a quiz is designed for 30 minutes, and a student has time a half, they will complete it in class, during the period.
 - Are provided with scaffolded feedback unique to their ability
 - Can track and monitor patterns of success or highlight outcome areas in need of improvement
 - Provide additional time on an individual needs basis
 - Have an open-ended time frame to revisit outcomes and improve work quality and understanding as detailed in their IEPs
 - Have a grading system that is clearly defined and oriented towards supporting all students
 - Provide technology assistance on an individual needs basis

IB Diploma Criteria & Assessments

IB DP includes the use of both internal, school-based assessments that occur throughout the course with completion typically occurring in Year Two, and external assessments designed by the IB and given as exams typically toward the end of Year Two. Internal and external assessments serve as a source of standardization across IB schools, providing students with synonymous, outcomes-based opportunities to show learning. Both internal and external assessments determine final IB grades.

Internal assessments are both outlined by the IB and are teacher generated for most courses. These assessments include oral work in languages, an historical-investigative research paper in history, laboratory work in the sciences, investigations in mathematics, and artistic performances.

External assessments are the foundation of most IB DP courses due to their high levels of subject-based rigor, objectivity, and reliability. These assessment include essays, structured problems, short-response questions, data-driven response question, text-driven response questions, and case-study questions.

School-Based assessments at Clinton are designed to scaffold expectations for internal and external assessments, taking the role of formative assessments, to prepare students the summative assessment. In certain cases, school-based assessments will serve a similar role in preparing students for city or state exams based on those local criteria. Additionally, school-based assessments contribute to grades earned on report cards, but do not influence nor necessarily predict marks earned on the summative IB DP internal and external assessments.

Rubrics

Rubrics for all contents will largely be aligned with content-guide expectations and mark bands. For school-based assessments measuring learning beyond the scope of the DP, rubrics will maintain the prescribed Clinton grading scale and expectations for clarity of outcomes and feedback

Academic Honesty

Philosophy

We are a close-knit school that ensures rigor for everyone. Students spend much of their academic course time working in collaborative groups, learning together and supporting one another. Our community values the arts and writing as means of expression and as tools for learning. We have cultivated a community of students and adults that consider themselves inquirers and communicators. We value cultures and histories that differ from our own personal experiences, and grow through understanding others' points of view.

Given that we value learning that takes place when we read, listen to, and receive the ideas of others, we expect students to be transparent in their studies. This academic honesty policy provides students, teachers, and families with a roadmap and guidelines of how we support intellectual honesty.

This policy is written, reviewed, and revised by community stakeholders to ensure that the content is accessible to all, and reviewed every three years. The policy is published in the faculty and family handbooks. At any time, administrators, teachers or the Student Council may request a review of the policy.

A Shared Responsibility for Academic Honesty- Academic Honesty Board

Students are expected to be principled with regard to creation and submission of authentic academic work. They are encouraged to seek out assistance from peers, staff, parents, and informational sources. They must credit all sources used.

Students are encouraged to motivate their peers to maintain academic honesty, and if necessary, alert staff. Students may report suspected cases of academic dishonesty to any adult in the building or their parent or guardian at home.

Teachers will work with students to identify proper conduct and use of external sources within their own work. Students will first be made aware of examples of misconduct and practice how to safely use outside sources. We recognize that students sometimes feel pressure to achieve certain grades, and valuing a numeric grade over learning itself can lead students to misrepresent their own work. Teachers will attempt to create a learning culture throughout the building that encourages students to value the struggle and outcomes of learning rather than specific numeric grades.

Teachers will use their professional judgment to determine when academic dishonesty is a result of inexperience and/or skill in need of improvement rather than an attempt to misrepresent one's own work. Teachers will report suspected cases of academic dishonesty to administrators in a timely manner.

Administrators are responsible for cultivating a culture of honesty. Administrators are responsible for helping parents, teachers, and students to understand that a healthy learning organization must hold itself to high standards of integrity. Administrators are also responsible for ensuring that reports of academic dishonesty are investigated and consequences for violations are consistently applied.

Parents and guardians can help their children at home in determining what is considered a safe use of external sources. Parents can also support their children in developing a strong sense of academic honesty by engaging in conversation about student work, providing feedback on student work, and helping students to understand that valuable learning takes place when students grapple with concepts and skills. We value the time and effort that families put into helping their children, and we ask families to ensure that students are doing their own work. It can sometimes be difficult to determine the line between "helping" and "doing." For this reason, teachers are available to support families in understanding how to best help their child. We encourage families to contact teachers whenever there is a question or concern about how to support a child.

If a student shares a concern about academic dishonesty with a parent or guardian, we ask that the parent or guardian work with his or her child to alert the school's administration.

The Clinton School's learning stance on academic honesty serves to create and maintain a scholarly culture that values collaboration and the exchange of ideas. We provide education and support by:

- providing students with clear learning outcomes and multiple opportunities to demonstrate their mastery of content
- providing examples and rubrics, clarifying expectations to assist students in self-monitoring their own work
- recognizing and celebrating students' process of learning, as well as the outcomes
- teaching students how to work collaboratively and fostering classroom environments where questioning and camaraderie in learning are valued
- teaching and empowering students to ask for assistance when needed, and making it clear that every person needs assistance at some point

- teaching students how to reference sources in their own work across disciplines
- providing students with examples of good referencing and poor referencing
- assessing students on their ability to reference and providing feedback
- collaborating in teacher teams to ensure that referencing standards are clear
- providing the school community with clear expectations for academic honesty and consequences for academic dishonesty

Academic Dishonesty: What It Is. What It Is Not.

Academic dishonesty is more than just cheating on a test or copying a few lines of text into an essay. Academic dishonesty occurs whenever you misrepresent your own work or whenever you help someone else to misrepresent their work. Below you will find four categories of academic dishonesty followed by a short description and one example. The following descriptions and examples are not an exhaustive list:

- **Plagiarism** - a student has copied explicit words, overall ideas, or data found in informational sources without providing appropriate citation (*for example: inserting a chart you found online in a presentation without citing the source*)
- **Copying** - a student has copied the work of a peer, including homework, classwork, and exam answers (*for example: looking over a tablemate's shoulder and writing what they do is copying, not working together*)
- **Collusion** - Knowingly allowing a peer to copy work or actively sharing answers during independent work (*for example: moving your test to the right side of your desk so the person next to you can see the answers you wrote*)
- **Misconduct** - Claiming ignorance of any academic honesty guidelines as an excuse for failure to comply; falsifying or misrepresenting data (*for example: reporting false lab data in order to prove your hypothesis correct or incorrect*)

We have found that some students do not take full advantage of their own work and resources because they are concerned about violating the academic honesty policy. These are actions that are considered good student skills, not academic dishonesty. When in doubt, speak with an adult in the building:

- Using your class notes and/or previous homework as a reference to study for a test or complete current homework. (Please do this - it's why teachers have you take notes!)
- Studying with a classmate by quizzing each other.
- Talking through homework problems by explaining your thinking and asking your classmate to explain his or her thinking.
- Using model and mentor texts provided by teachers to better understand how to craft your own writing.

Procedures for Reporting, Recording and Monitoring Academic Dishonesty

- Instances of plagiarism, collusion, and misconduct will be immediately reported to administrators and test coordinators.

- Administrators and/or test coordinators will require the reporting person to write a statement, including the reporter's name and date of report.
- Parents/Guardians of the accused student will be informed of the allegation of academic dishonesty.
- Administrators will investigate the allegation of academic dishonesty. The investigation will include a conversation with the accused students and the opportunity for the accused students to write a statement.
- Students who are accused of academic dishonesty have the right to provide a response to the allegation and provide supporting witnesses. Students accused of academic dishonesty will also be asked to provide a written statement before consequences are given.
- Administrators will provide consequences consistent with this policy and in line with the discipline policy as outlined by the New York City Department of Education.
- The school will maintain a central record of each incident and the consequence. This will help ensure consistency between situations and also help target possible trends among student behavior.

If it is determined by the administration or teachers that a middle grades student has engaged in academic dishonesty, the following will happen for the first and second offenses only:

- A parent-student-staff meeting will be convened. The purpose of this meeting will be to ensure that the school and family are clear on the school's expectations for academic honesty, as well as supports that were provided to the student prior to the incident. The student will explain why he or she chose to copy, plagiarize or engage in collusion. During this meeting, staff will attempt to determine if there are any skills deficits that contributed to the student's decision to engage in academic dishonesty.
- The student will not receive a grade for the work.
- The student will be required to complete the assignment again, with any supports needed, for a grade of 85% at most.

If a middle school student engages in academic dishonesty a third time, he or she will receive a Principal's Suspension, which does go on his or her record.

If an upper grades student engages in any form of academic dishonesty, the following will happen as a result of the first offense:

- A parent-student-teacher-administration meeting will be convened. The purpose of this meeting will be to ensure that the school and family are clear on the school's expectations for academic honesty, as well as supports that were provided to the student prior to the incident. The student will explain why he or she chose to copy, plagiarize or engage in collusion. During this meeting, administration will attempt to determine if there are any skills deficits that contributed to the student's decision to engage in academic dishonesty.
- Students who engage in any form of academic dishonesty will not receive a grade for the work in question.

- All students involved in the incident will be required to complete the assignment again, with any supports needed, for an IB level of 5 at most.

If an upper grades student engages in any form of academic dishonesty, the following will happen as a result of the second offense:

- The student will receive a 1 day teacher removal from class. During this removal, the student will complete a written reflection pertaining to his or her choices and the IB Learner Profile. The student will identify ways that he or she can begin to repair the trust that has been broken.
- Students who engage in any form of academic dishonesty will not receive a grade for the work in question.
- All students involved in the incident will be required to complete the assignment again, with any supports needed, for an IB level of 4 at most.

If an upper grades student engages in any form of academic dishonesty, the following will happen as a result of the third offense:

- Students who engage in any form of academic dishonesty will receive an IB level of 0 for the work in question.
- The student will complete the assignment, or a compensatory assignment, in order to demonstrate his or her mastery of the skills and understandings that were meant to be assessed on the original assignment. The assignment will be ungraded, however the student will receive feedback on their work.
- The student will receive a 1 day principal's suspension. During this suspension, the student will complete a written reflection pertaining to his or her choices and the IB Learner Profile. The student will identify ways that he or she can begin to repair the trust that has been broken.
- The student will have a report of academic dishonesty recorded on his or her transcript, which is provided to colleges and universities in the application process.

Again, we strongly encourage students to seek help from the teacher if there is any confusion about citing another person's work or if he or she does not understand class lessons or assignments.

Student Schedule

Middle grades 8:00-2:40

Upper grades 8:50-3:30

Morning Arrival

The building opens to students at 7:30 a.m, with the cafeteria open at 7:45 for free breakfast. For your child's safety, students may not enter the building before that time. School policies in regard to the dress code and electronics apply as students enter the main door. This means that cell phones should be put away for students after students enter the building.

When students arrive, they may pick-up an optional breakfast. At 8:00/8:50a.m, students must go to

their first period class and may stop at their lockers, if needed. Students are expected to be seated in class every school day by 8:00/8:50 a.m., when attendance is taken.

Afternoon Dismissal

Unless students have after-school activities or office hours, students must exit the school building in an orderly and efficient manner within five minutes of the 2:40/3:30 p.m. dismissal. Students are not permitted to loiter and/or socialize in the school's main hallway, upstairs hallways, bathrooms, classrooms, or in front of the school upon dismissal. If they are part of a club or afterschool, they should report to the designated room or area.

Office Hours

Office Hours are set by teachers. You will be provided a copy of Office Hours for the term at the beginning of each term. Extra copies of the Office Hours schedule are available for you to take in the 7th floor reception office and can be [found digitally here](#). Office hours are often during lunch, although may also be after or before school.

TRANSPORTATION AND ATTENDANCE

Metrocards and Transportation

Yellow school busing is only provided to students who have it mandated on their Individual Educational Plan, or IEP. We provide full fare Metrocards to eligible students as per NYC Department of Education Regulations. The requirements for eligibility are tougher as a child moves into 6th grade, and then into 7th-12th grade.

Generally, if a child lives less than 1 mile in the 6th grade, or less than 1.5 miles in the 7th or 8th grade, they are ineligible for full fare Metrocards. Please know that if your child received a full fare Metrocard last year, this does not mean that they are still eligible. We do not, and cannot, make any decisions about who gets a full fare Metrocard at the school level. Metrocards are given to us by the Office of Pupil Transportation on the basis of recorded home addresses. If your child loses his/her Metrocard, they should immediately sign-up for a replacement card in the Main Office. Replacement cards are distributed every Friday.

For additional information, see:

<http://optnyc.org/ServicesAndEligibility/getransportation.htm>

<http://www.optnyc.org/resources/InformationforParentsandFamiliesGETransportation.pdf>

Parents and children are expected to follow the directions of our School Crossing Guard, who is posted at (TBD) during arrival, lunch, and dismissal times. Please do not put you or your child at risk by crossing against the light, for any reason.

Attendance: Absence and Lateness

When your child is absent, parents/guardians should email the office, Mbrown69@schools.nyc.gov, or DVargas@theclintonschool.net

Our phone system will automatically call you if your child has been marked absent or late. If your child comes in after our automated system has made absence calls, you may still receive an automated call that they were absent. We will adjust the attendance record in our system later in the day.

Please note that an “excused” absence does not erase it from the system.

The system will call the number originally listed on the official emergency contact card, or blue card. Please send changes to your address or contact information in writing, with your signature, to Marie Brown in the main office. Ms. Brown is the school’s contact for changes to emergency blue card information.

When your child returns to school, parents/guardians are required to send in a written note with the date of absence(s), reason for absence, and signature. This note should be submitted directly to the main office on the morning your child returns to school. A doctor’s note is required if your child has been absent for three (3) days or more due to a medical condition. Alternatively, doctors may fax notes to the school, however parents/guardians are responsible for ensuring that we have received such notes no later than the end of the day the student returns to school.

We can never “erase” an attendance. An excused absence simply means that we know where your child is. The absence will still appear on the report card, and be factored into promotional decisions and high school applications.

We use the NYC DOE’s official attendance system, not JumpRope, to review student attendance. Please check the absences as listed on the report card, not on JumpRope. A teacher may keep “period” attendance, indicating that they were not in class, but official school attendance is kept only through the main office.

Students must be in their seats by 8:00 a.m for middle grades, and 8:50 for Upper Grades. Lateness is unacceptable as it:

- means your child misses class
- interrupts instruction for 30 other children
- makes it more difficult for your child to be accepted in high school. High schools are rarely interested in students with attendance or lateness issues, no matter how strong their academic record.

With CAASS, a late pass is automatically generated if you are late. Please give the late pass to your first period teacher.

We regularly review the official attendance record and make projections to determine if students are on track to be absent or late for 10% or more of the school year. If absence or lateness is projected to be 10% or more for the year, your child will be called to meet with the attendance committee. The attendance committee consists of staff members who carefully monitor attendance. They will ask for further information about their absences, with a goal of improving the absence/lateness issue. Failure to improve lateness/attendance may result in loss of school privileges, including joining sports’ teams, trips, and other afterschool activities. We will contact you as well. If lateness/absence does not improve, we will schedule an additional meeting with the parents/guardians. Legally, you are responsible for ensuring your child is in school, one time, every day. Please take that commitment seriously. Last year our daily attendance was above 96%, and we intend for that trend to continue.

CAASS ID SYSTEM

All students will be issued a Clinton ID card. It must be used everyday and for out-lunch. You are

expected to bring the card everyday and swipe it when you arrive at school. If you go out-lunch, you will swipe as you exit and then re-enter the building. The ID card has your photo. Any misuse or misrepresentation of your ID card will result in forfeiting your out-lunch privilege. Any attempt at hiding an attendance or lateness using the ID card will result in parent meeting and disciplinary action.

The first replacement card is free. After the first, each card is five dollars.

LUNCH

School Lunch

Lunch is provided in the school's cafeteria and may be subsidized based on a family's annual household income. Parents/guardians must fill out and return the lunch form distributed at the beginning of the school year. We are not a universal free lunch school, and thus you will be charged on the basis of household income.

All students may eat lunch in the cafeteria on the second floor. No food is permitted in the gym or library. We will go over lunch procedures in school.

Going Out to Lunch ("Out-lunch")

The out-lunch privilege, when granted, means that certain students will be permitted to go outside during lunch. Sixth graders are eligible at the start of the second term with parent permission. may be eligible later in the year. The boundaries for middle grades include the west side of Union Square and the north side of the square. They can cross 14th Street to go to the pizza shop on the corner of 14th and Whole Foods on the South Side of 14th Street. Unsafe crossing will result in forfeiting of pass.

To go out to lunch you must swipe out with your own ID. Failing to swipe out, or using another student's ID will result in forfeiting the outlunch privilege for three days. A second offense results in losing outlunch for the balance of the term.

We will go over boundaries explicitly with each class. The upper grades do not have a geographic boundary. Upper grade students are responsible for knowing how far they can travel, eat, and return within the given lunch period.

Students are expected to monitor their time and return for their next period class at the end of lunch. Students who fail to return to school will be permanently banned from out-lunch. **Additionally, the school will contact the NYPD.**

Just as we expect students to be respectful and considerate of the school community, we also expect students to be respectful and considerate of our neighbors. Students must have parent permission **and** must consistently demonstrate the ability to:

- make good behavior decisions
- act responsibly
- behave in a safe manner
- arrive to classes on time

UPPER GRADE STUDENTS ONLY:

Unexcused absence, or “cutting” of a class. This is a class or classes that you select not to attend. This may either be by purposely arriving late to school, or swiping in the morning and then not attending class after that. This includes leaving the building during the school day and not returning due to a decision to join a protest, or other outside event/activity.

Cutting class creates a safety issue as the adults in the building do not know where you are. After a cut we will contact your parents/guardian. After an unexcused absence your out-lunch privilege is suspended as follows:

- first cut- one month no outlunch
- second cut- balance of the semester no outlunch
- third cut- no out-lunch for balance of school year
- fourth cut- subject to suspension and loss of additional privileges such as trips/teams

The swipe system will track what time you return from outlunch. If a student demonstrates that they cannot return to school from lunch on time, he or she will lose out lunch privileges as follows:

- 1 late in 1 week = warning
- 2 lates in 1 week = loss of privileges for 5 days
- 3 lates in 1 week = loss of privileges for 7 days
- 4 lates in 1 week = loss of privileges for 10 days
- 5 lates in 1 week = loss of privileges for 15 days

If you are blocked from going out to lunch, you must remain inside, and either bring school lunch or eat in the cafeteria. The block is often in effect for one day. If you choose to ignore the beeping, “fake swipe” or use another student’s card, the penalty is two days instead of one. For multiple offenses, you may lose outlunch for the semester.

SAFETY AND SECURITY

Emergency Contact Cards (“Blue Cards”)

Each student will be provided a blank emergency contact card, or “blue card,” at the beginning of the school year. This card **must** be filled out by parents/guardians and returned to the school immediately. It is crucial for the school to have accurate, current information on file for each student to ensure school communication with families in the event of an emergency. Please send changes to your address or contact information in writing, with your signature, to Ms. Marie Brown in the main office.

Children/Young adults cannot self-dismiss from school for any reason at any time. Any requests, in writing or not, are not valid and we cannot honor them for any reason. Please note that before a vacation if you want to sign out a child early, you must come to school, or have someone listed on the blue card do so.

Additionally, we ask that you include alternate emergency contact numbers on the blue card in case the school is unable to reach you. Alternate emergency contacts may be adult siblings, other family members, neighbors, or other Clinton parents. Please be sure to inform people listed as emergency contacts that you have asked the school to call them if you can’t be reached in the event of an emergency. **If someone is not listed on the blue card, we will not release your child to them.**

Please indicate any individuals who are **not** permitted to contact your child by means of a restraining order or order of protection.

School Nurse

The nurse's office is on the fifth in Room 501. If your child feels ill, a school staff member or teacher will send him or her to the nurse. The nurse will assess your child's condition and determine whether or not your child should be picked up. The nurse will then contact you by calling the numbers on your emergency blue card.

Sometimes there are serious health events that need immediate attention from a doctor. In the case of a serious medical emergency, Clinton staff members will:

- Call 911.
- Call you, and continue calling down the list of numbers on the blue card until contact is made.
- Wait for the ambulance and EMTs.
- Call you to let you know what hospital your child will be taken to; you should then travel to that hospital. We have to wait for the EMTs to tell us which hospital, and sometimes that is not determined until they are ready to leave the building.
- Escort your child to the hospital and wait until you arrive before leaving.

Medication Taken During the School Day

School staff and teachers are **not** permitted to administer medicine to any student nor are they allowed to assist a student in taking medication. This is a regulation of the New York City Department of Health. If your child needs to take medication regularly during the day, please contact the nurse. The nurse will provide you with the 504 forms that are required in order for your child to take medicine during the school day.

Immunization

All students are required by state law to be current on immunizations. Once children turns 12, they are required by NYS law to have a T-Dap shot. If you need information on a free clinic, please contact the school nurse. After proper notification, students who do not have this shot must be excluded. If you have questions about the status of your child's immunization records held by the NYC DOE, please contact the school's secretary, Marie Brown.

Visiting the School

We follow strict security procedures for the safety of our students. Parents/guardians and visitors must honor the following security guidelines:

- Upon entering, present a photo I.D. to the School Safety Officer at the desk outside the main office. The security officer will provide you with a visitor's pass. Once you have a visitor's pass, report directly to the main office to check in for your appointment.
- We request that no one visit the school without a scheduled appointment.
- If you have an urgent concern, after clearing security, you **must** report to the main office. **UNDER NO CIRCUMSTANCES MAY YOU PROCEED TO ANY ROOM BEFORE REPORTING TO THE MAIN OFFICE, AS WE WILL HAVE TO ANNOUNCE A LOCKDOWN FOR STUDENTS AND STAFF.** This applies even if you are a frequent visitor to the school. Please help keep us safe and allow lessons to continue uninterrupted by following school policy.

PSAL and Sports

In 2017-18 Clinton had its inaugural year in the Public School Athletic League. Note that the PSAL works exclusively with grades 9-12th. Our middle school programs will continue in partnership with Manhattan Youth.

For PSAL, we follow the regulations as per the Commissioner.

1. The Eligibility Rules and Regulations apply uniformly to all high school student-athletes who participate in the Public Schools Athletic League (PSAL).
2. The Athletic Director is responsible for the examination of records to determine a student-athlete's eligibility in all PSAL activities. Records must always be available and subject to an audit by the PSAL.
3. A student-athlete is eligible to participate in the PSAL immediately upon registration and admission into a New York City Department of Education public high school which offers PSAL athletics, provided the student-athlete meets the standards set forth by the Eligibility Rules and Regulations. The following exceptions apply:
 - a. Any student-athlete who was on a PSAL roster and transfers from one New York City public high school to another New York City public high school is NOT eligible to play, in the sport which he/she was on a roster, for a period of one year from the transfer date, unless the student-athlete demonstrates that the transfer is the result of an official change of residence by his/her parent/ legal guardian or the result of a change in legal guardian.
 - b. No PSAL student-athlete may participate in the same sport for more than one school (public, private, parochial) in the same sports season.
4. A student-athlete may ONLY participate for the school in which he/she is registered as a full-time student.
5. A student-athlete may only participate on one PSAL sports team at a time. When two sports seasons overlap, a student-athlete may receive credit for 25% of the practice requirements needed to compete in the second sport (as specified in the *PSAL Sports Standards for Interscholastic Competition*).
6. In order to participate in the PSAL a student-athlete must have an updated and completed medical and parental consent form on file with his/her school Athletic Director.

7. Academic Eligibility:

- a. **The 5+1 Rule** - In order to gain and/ or maintain eligibility a student-athlete must pass five credit bearing courses (not 5 credits) + physical education, if taken, in the most recent final marking period (January or June). In addition, a student-athlete must pass five credit bearing courses + physical education in the marking periods closest to December 1st and /or April 15th to continue his/her eligibility.
- b. Incoming 9th grade student-athletes are eligible to compete in PSAL activities immediately upon entry into high school. The second report card is the first report card used to determine academic eligibility for 9th grade students.
- c. A senior programmed for 4 or 5 classes who fails one class, in his/her senior year, will be eligible for PSAL so long as the failed class is not required for graduation.
- d. The date report cards are issued within a school is the official date for determining PSAL eligibility.
- e. At least three of the five subjects passed must be core subjects – English, Mathematics, Social Studies, and/or Science.
- f. **The 10 Credit Rule** - A student-athlete must accumulate a minimum of ten (10) credits,

- not including physical education, in the two semesters prior to the eligibility period (all credits accumulated in night school and summer school are included). This rule takes effect beginning with a student's third semester in high school.
- g. 90-minute double periods in core subjects, can count as 2 subjects toward the 5+1 rule and 2 credits toward the 10 credit rule.
 - h. When a student-athlete has satisfied the requirements for graduation, any credit bearing courses may be used to evaluate eligibility for the 5 + 1 rule requirement.
 - i. A student-athlete programmed for fewer than 5 classes must pass all his/her classes in order to fulfill the 5+1 rule requirement.
 - j. A student-athlete must obtain a minimum GPA (grade point average) of 65 on the report card used for evaluating eligibility.
 - k. Academic eligibility, at the beginning of each term, is determined by the final grades of the previous term. Grades that are earned in summer school, and accepted by the home school, shall be counted as grades for the previous June. A passing summer school grade may be used in calculating the June GPA requirement.
 - l. A student-athlete who is academically ineligible may become academically eligible by passing five credit bearing subjects and physical education in the most recent marking period, provided the student fulfills the 10 credit rule and the GPA requirement.
 - m. An ineligible student-athlete may practice with a team provided he/she has an updated medical and parent consent form on file and is listed on the roster. All student-athletes who practice with a team must be listed on the roster as Active or Inactive. Student-athletes listed on the roster as Inactive may not participate in any games (league and non-league).

8. Attendance Requirements:

- a. In order to maintain eligibility within a marking period a student-athlete must maintain a minimum of 90% school attendance in the marking period used for eligibility evaluation. *The 90% attendance requirement is not cumulative.*
- b. A student-athlete must be present in school and must attend all scheduled classes in order to participate in any tryout, practice, scrimmage, or contest on that day.

9. Suspended Students: Suspended student-athletes are not eligible to participate in any tryout, practice, scrimmage, or contest during a suspension.

10. Age/Grade Eligibility:

- a. A student-athlete is eligible for PSAL athletic competition for only 4 consecutive calendar years beginning with his/her entry date into the 9th grade.
- b. A student-athlete is eligible for varsity competition in grades 9 - 12 until his/her 19th birthday. A student-athlete, who turns 19 on or after July, 1 may participate in PSAL athletics during the next school year, provided he/she has not exhausted his/her 4 years of consecutive eligibility detailed in rule 10.1.
- c. A student-athlete is eligible for junior varsity competition in grades 9 and 10 up until his/her 17th birthday. A student who turns 17 on or after July 1 may continue to participate during that school year.

11. Ineligible Student-Athlete Penalties:

- a. If an ineligible student-athlete participates in any PSAL contest, the team will forfeit the contest.
- b. For certain individual sports, if applicable, when an ineligible student-athlete participates in any PSAL contest, only the score(s) of the ineligible student(s) will be disallowed.

AMATEUR STATUS

A student who represents a New York City Public High School in an interscholastic sport must be an amateur in that sport. An amateur is one who engages in athletic competition solely for the physical, mental, and social benefits. A student shall forfeit amateur status by:

1. Competing for money or other compensation (allowable travel, meals, and lodging expenses may be approved).
2. Capitalizing on athletic fame by receiving gifts of monetary value. Scholarships to institutions of higher learning are specifically exempted.
3. Signing a professional playing contract in a sport.

ADDITIONAL SCHOOL POLICIES

All Clinton community members treat each other with respect. We are all here to learn in a safe, focused, and supportive environment. With that in mind, we have adopted the additional school policies as outlined below.

Dress Code

Students are expected to dress in a manner that is consistent with the school's academic mission. School personnel will use their professional judgment, and will refer students to administration. Administration will make the final decision about contacting parents. We ask that students do not wear flip flops in case we need to evacuate the school/travel in an emergency.

Items and Actions Not Permitted at School

Cell Phone Policy

Cell phones are not permitted to be used in the stairwells, bathrooms, hallways, cafeteria, or classrooms unless students are given explicit permission to use them during class by their teacher. Examples of explicit permission:

1. Teacher: "Please take out your phone and log in to JumpRope."
2. Student: "May I use my phone to take a photo of the homework board?" Teacher: "Yes."

In the past, students have had their phones taken because they answered phone calls from their parents. Please do not put your child in a situation where he or she must decide between following school or home policy. We have a phone in the main office for students that all students are welcome to use. Please call the main office and ask them to relay any messages to your child. If you need to speak to your child directly, please call the main office and leave a number that your child can call you back on when s/he arrives at the main office.

Upon entering the building, students should turn phones OFF (not to vibrate/silent) and put them away in a backpack or locker until they leave the building.

If a phone is SEEN (including on desks or in hands/laps) or HEARD (including alerts and vibrations) at a time when the student does not have explicit permission to use the phone, it will be confiscated.

Each teacher/staff member will keep records of violations of the cell phone policy.

Phones will be returned as follows:

- 1st Offense = Returned by teacher/staff member at end of period (warning)
- 2nd Offense = Returned by teacher/staff member at end of day
- 3rd and future Offense = Parent must pick up from main office

While every effort will be made to prevent loss or damage to phones while they are held by school staff, neither school staff nor the Department of Education can be held responsible for these items.

There should be no time when students are taking photographs or videos of other students or staff without adult supervision. Posting material to social media without the express permission of other students or staff is not allowed, and will result in consequences up to and including suspension. All phone usage must follow school and DOE social media and anti-bullying policies.

Students who exhibit a pattern of cell phone use in school will be asked to participate in a Restorative Circle, to be held quarterly, in order to support students in using technology responsibly.

Discipline Policy

Parents are partners in establishing a safe and respectful school community. You will be informed of incidents as they arise by Clinton faculty and staff. Please support our efforts to be fair, firm and consistent when issues of misbehavior arise. You will be contacted within a 24 hour period for any major disciplinary infractions.

Students who are disruptive risk disciplinary action, including suspension in accordance with the New York City Department of Education Citywide Standards of Discipline and Intervention Measures:

[Discipline Code](#)

Lunch detention and loss of privileges are disciplinary options available to teachers and staff. Lunch detention may be assigned when a student does not adhere to the school or classroom policies explained in September and revisited throughout the school year. Students will be informed of lunch and/or after-school detention procedures at least one day in advance.

Failure to adhere to the standards of conduct may result in disciplinary action, and impact a student's academic record. Students, parents, and guardians should feel free to address behavioral issues with the principal, teachers, or other staff members, as appropriate. Please see our suggested contacts in the Communication section.

Students who disrupt the educational process may be removed from class. When a student is removed, they spend the balance of the period with an administrator, completing classwork. When a student is removed, teachers may complete an "official removal form" as part of NYS Law. We track any removals during the school year. After three removals a student will be suspended and that suspension will be on their permanent school record.

Bullying- what it is and what it is NOT.

Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior. Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior.

The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. It is a pattern of behavior usually repeated over time and can take many forms. Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

Bullying is NOT Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: “They were butting heads”; “They were going back and forth at each other”; “It was ‘he said/ she said.’”

In these cases, both people are equally “telling their side of the story.” In a conflict people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people’s emotions can escalate a conflict.

All of us have known of conflicts in which people have said things to hurt one another which they later regret. People engaged in a conflict want the issue to be resolved. The “back and forth” that occurs is each person trying to make the case for what s/he wants. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

Facebook/Instagram and Social Media

You must decide if and when you will allow your child to establish an account with Instagram, Facebook or other social media sites. Please note that both Instagram and Facebook require a user to be 13 years old to establish an account, and we believe there are many reasons why 13 is the absolute minimum age a child should be given the responsibility for managing his or her reputation on such public accounts.

If your child is receiving inappropriate texts from a Clinton classmate, please do not ignore them. If your child was sending inappropriate texts you would want the other parent to speak to you about what is happening. If you need assistance in facilitating the conversation, please contact guidance or administration.

Whatever your family’s rules, we strongly urge you to carefully consider if your child is mature enough to monitor their own activities on the internet. Once an image or comment is posted, it becomes a permanent digital record, often re-broadcasted far beyond the intended audience.

While these sites are blocked at school, any inappropriate or offensive posts have a ripple effect into the school, and will be handled by school administration to the fullest extent possible.

(update, Spring 2018) Social media misuse and “hacking”

For incidents involving social media that attack a student, we use the NYC Discipline Code to guide our decisions. As a student with social media accounts, you are responsible for social media posts and emails sent from them. The moment you are aware that there are postings or emails that you did not send, you must:

- Make your parent or guardian aware of the issue and get their advice. If needed, have your parent or guardian call the NYPD for further guidance.
- Immediately contact the company to report a problem/issue.
- Document that you have contacted the company.

Clinton Email and Google docs

We will provide a @theclintonschool.net account for email and google drive for all students. Please sign and return the permission slip when it is sent home.

School Trips - Local

Clinton teachers periodically arrange field trips for their classes that are intended to further the educational purpose of classroom work. School trips are considered part of our curriculum and all students are expected to participate. Some trips may require money to cover the expenses of the trip. Teachers will notify parents/guardians of the required fees due prior to any class trip. Parents/guardians or students should notify our parent coordinator, Jill Bennett, if financial assistance is needed for such field trips.

No student may go on a trip without a written permission slip signed by parents/guardians. A general permission form must be filled out by parents/guardians each year for all trips in the school area. Other trips require specific written permission.

A student may be held back from a field trip if s/he does not demonstrate an ability to:

- listen to and follow directions from adults
- make good decisions and act responsibly
- behave in a safe manner

Students may not leave from field trip locations or mass transit locations on their own unless it is expressly signed for in the permission slip **and** at the end of the regular school day.

PLEASE NOTE: We cannot take a student on a field trip, even if you speak to us on the phone. We must have written permission. You can email that permission in an emergency, but it must reflect the specifics of the trip.

We follow Chancellor’s Regulations governing school trips. Trips beyond walking trips will require your sign-off on a permission slip. School rules always in effect during these trips.

School Trips - National

http://docs.nycenet.edu/docushare/dsweb/Get/Version-33/A-670_-_School_Trips_3-16-05.pdf

School Trips - International

http://docs.nycenet.edu/docushare/dsweb/Get/Version-33/A-670_-_School_Trips__3-16-05.pdf

Locker Policy

Lockers are a privilege, not a right. They are the property of the school, not of your child.

The rules below are to be followed at all times for lockers. Violators will be subject to locker suspension or relocation to a locker close to administration. The rules for locker use are:

- As per Chancellor's Regulation A-432: School lockers are the property of the Department of Education, even when assigned to students. You may decorate your locker with magnets, as they can be easily removed. Do not decorate your locker with anything but magnets. Stickers are not acceptable.
- Do not graffiti your locker in any way.
- Locker combinations must be shared ONLY with the school. Do not share it with your friends.
- Lockers are to be visited before school, before lunch, after lunch, and afterschool.
- If you are late to school, you carry your coat. That is a consequence for being late.
- Do not go to your lockers between classes, for any reason. If you forget something, you will need to explain yourself to your teacher and accept the consequence.
- Theft or vandalism is a serious crime, punishable by Principal or Superintendent's Suspension. Report any theft to Ms. Goett or Mr. Greenawalt immediately. Please do not bring anything to school that you are afraid to lose.

HOME-SCHOOL PARTNERSHIP

School Calendar

The school calendar is updated and provided regularly in an email forwarded by our parent coordinator. Events are also posted on our website: theclintonschool.net

NYC Department of Education calendars can be found on the DOE website: <http://schools.nyc.gov>
Please do not schedule family vacations during NYS Math/ELA or Regents Exams.

Weekly E-Mail Updates, Our Website, & Backpack Mail

- E-mail updates are distributed weekly and often include notes from the principal, parent coordinator, and PTA. You can sign up for the weekly emails at: bit.ly/ClintonContact2018-19
- Bookmark the school website, theclintonschool.net, and check it for the latest school information, parenting and homework resources, updated calendars, and other Clinton news.

Communicating With Teachers

Teachers are reachable by phone or email. Please know that during the day teachers cannot come to the phone, but you are welcome to leave a message. If you email a teacher, you do not need to copy the Assistant Principal or Principal unless you have not received a response. Teachers will try to respond to emails within 24 hours.

You can also meet with your child's grade level team at 2:40pm on most Tuesdays in the middle school.

We ask that you give advance notice so they can review your child's academic progress and be prepared to respond to your concerns. Please coordinate with our Parent Coordinator to set up an appointment.

Parent/Teacher Conferences are held multiple times per year. Conferences are a time for families and teachers to briefly discuss student progress, with a focus on helping students reach their potential. Each of our teachers is responsible for 90 to 150 students. Therefore, we ask you to please understand that teachers will have only a few minutes to meet with you. They must keep conferences brief in order to meet with each family. If you need additional time, please make a separate appointment. Families are encouraged to stay in touch with teachers throughout the school year as Parent/Teacher Conferences are periodic check-ins that are not intended to take the place of phone calls and/or emails. Please check the JumpRope website for student grades and assignments, and please feel free to ask teachers directly about the best way to reach them.

Jumprope is our main method for communication about your child's Behavior or performance. You will receive a separate login from your child, that allows us to convey privileged information. Please do not simply use your child's login or you will miss crucial information.

Contacting the School for Information

You will be notified of your child's placement in a particular homeroom prior to the first day of school. During the school year please email or write teachers directly if you have questions or concerns related to your child's academic performance or class work. If other questions or concerns arise during the school year, please contact the school staff as follows:

Jonathan Levin, Principal
jlevin@theclintonschool.net

- Overall concerns
- 6th and 7th grade

Cheryl Goett, Assistant Principal
cgoett@theclintonschool.net

- 10th, 11th and 12th grade
- Special Education

Tim David-Lang, College Counselor
TDavid-lang@theclintonschool.net

- Social/emotional health concerns
- College concerns
- IB/Regents concerns

Matthew Greenawalt, Assistant Principal
MGreenawalt@theclintonschool.net

- 8th and 9th grade
- JumpRope

Allison Holtman, Guidance Counselor
AHoltman@theclintonschool.net

- Test accommodations/504
- Bullying / Harassment
- High school admissions
- Social/emotional health concerns

Arlene Villareal, Parent Coordinator
AVillareal@theclintonschool.net

- General questions
- JumpRope login
- State testing score information
- School events and calendar
- Scheduling meetings with teachers or a conference with a grade team
- Financial assistance for school trips
- Parents Association related questions

Tracy Schaffzin, College Counselor
Schaffzin@theclintonschool.net

- Social/emotional health concerns
- College concerns
- IB/Regents concerns

Marie Brown, School Secretary
mbrown@theclintonschool.net

- Metrocards and Busing
- Blue cards

Morgan Greer, Manhattan Youth Director
MGreer@manhattahnyouth.org

- Middle school afterschool questions or concerns
- Immunizations
- Records requests
- Attendance/Lateness Communications

School Leadership Team (SLT)

The primary purpose of the SLT is to evaluate the academic needs of Clinton students and to produce a Comprehensive Education Plan that proposes ways to meet those needs in alignment with the school's budget. The SLT is comprised equally of faculty and parents.

- Meetings are held monthly. SLT members determine a regular meeting day and time at the beginning of each year.
- Non-faculty SLT positions are open to all Clinton parents/guardians.
- Clinton SLT elections are held at a PA meeting in late May or early June.
- Any remaining non-staff vacancies will be filled at the first PA meeting in September.
- Two students, one from the Middle Grades and one from the Upper Grades, are also on SLT.

The Clinton School Parent Association (PA)

The PA of the Clinton School for Writers and Artists, Inc. engages in activities that enrich the education of our students and promote good home, school, and community relations among our students, families, teaching staff and school administrators. All parents and guardians are automatically members of The Clinton School PA during the time their children attend The Clinton School.

- The PA's major activities are: social events for the entire school community, educational enrichment programs, parent-teacher forums, parent education and idea sharing and fundraising.
- Topical discussions are often held at monthly meetings, including helping students with homework, what to expect during the middle school years, and how to approach parent teacher conferences. We welcome suggestions of topics that interest you.
- The Clinton School PA is incorporated and recognized by the IRS as a 501(c)(3) tax-exempt non-profit organization. Donations to The Clinton School PA are, therefore, fully tax-deductible to the extent allowed by law. Donation receipts are mailed out to all families who contribute to the Family Fund. Parents and/or guardians will be notified of the recommended annual contribution to the Family Fund at the beginning of the school year.

PA Fundraising and How Funds Are Spent

All of the funds raised by The Clinton School PA are used to benefit our students. The Clinton PA has provided funds for: school supplies, scholarships for class trips, books, partnerships with Theater for a New Audience/Dancing Classrooms/Whitney, enrichment programs, art supplies, literacy support and the Stepping Up Ceremony in June.

After School Programs

After school for middle grades is free, and comprehensive. Afterschool runs from dismissal at 2:40 until 5:45. Please register at Manhattanyouth.org or email Clinton's After School Director, Morgan Greer at: MGreer@manhattanyouth.org for more information.

MIDDLE GRADES ONLY
(6th,7th & 8th Grade)

PLEASE SIGN AND RETURN ELECTRONICALLY by clicking on the below link.

<https://goo.gl/forms/HF9qMNpI1Cc3hqRp1>

UPPER GRADES ONLY -
both adult and student will need to sign
(9th, 10th, 11th, 12th Grades)

PLEASE SIGN AND RETURN ELECTRONICALLY by clicking on the below link.

<https://goo.gl/forms/snYRmvDPQIXm4Onh2>