

WELCOME

Welcome to Clinton. We are well into our transition from a middle school to a 6-12 school. Our academic program will culminate in the International Baccalaureate Diploma Programme in the 11th and 12th grades.

Over the past five 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 smart and talented child who will be with us for a number of years!

Each week I preview next's week's events, and discuss the recent goings-on at Clinton in my "Letter from Levin." Please sign-up for this email at:

<http://www.formstack.com/forms/?1562947-rxYWv69BsH>

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, which can be found in its entirety at:

<http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

During the school day I'm often difficult to reach by phone, but please email. *Note that you do not need to copy me 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 24 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. 2016-17 is going to be a great year.

Jonathan Levin
Principal

Cheryl Goett
Upper Grades Director

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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 6th, 7th and 8th grade. The three we will grade are engagement, responsibility and time-management.

For 9th-12th grades, there are similar traits called the “IB Learner Profile.” 9th Grade Focus: Engagement (Communicator Learner Profile), Both (Principled Learner Profile), AND Perseverance (Courageous Learner Profile) AND Intellectual Curiosity (Inquirers and Thinkers Learner Profile) AND Reflective (Thinkers and Reflective Learner Profile).

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 Jupitergrades.com. Hawk Habits, or IB Learner Profile traits, are part of our outcome based grading. The grading system was developed through a series of meetings with staff, i.e. the grading committee. The default breakout for categories for Jupiter is 20% Hawk Habits or IB Learner Profile, 20% Common Core Learning Standards, and 60% Content Outcomes. Content outcomes are standards generally derived from NYC Scope and Sequence or the IB.

Hawk Habits are for middle grades, and IB Learner Profile for Upper Grades. Please see this document for a full explanation and rubric:

https://docs.google.com/document/d/1ulZUj85A_ZSxx8fL3qdAPwEW_r2t807r0Gx3ufS_pqY/pub

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.

Grading and Progress Reports

Middle school outcome grades are reported on the 1,2,3,4 scale.

- 1 is far below standards
- 2 approaching standards
- 3 at standards

- 4 above standards

Upper grades outcome grades are reported on a scale of 1 through 7, which is the same scale as the International Baccalaureate. The upper grades rating scales for projects, assessments, and smaller assignments such as homework are:

IB	Range	Descriptor
7	95 - 100	Excelling
6	88 - 94	Strong
5	80 - 87	Proficient
4	70 - 79	Developing
3	60 - 69	Emerging
2	50 - 59	Underdeveloped
1	41 - 49	
0	40	No attempt

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.

We have two honor rolls. Students are honored for a 90 average in grades (Honors), 95 or higher average (High Honors), and perfect attendance. In the middle grades awards ceremony, each grade team selects students as per their tradition. In the 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 for Writers and Artists, 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
- 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

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

- 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.

Grading Scale:

IB	Range	Descriptor
7	95 - 100	Excelling
6	88 - 94	Strong
5	80 - 87	Proficient
4	70 - 79	Developing
3	60 - 69	Underdeveloped
2	50 - 59	
1	41 - 49	
0	40	No attempt

Support & Assistance

- Guide students to manage a pacing calendar
- Students with Special Needs:
 - 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

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-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.
- 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-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's work or if he or she does not understand class lessons or assignments.

Student Schedule

Period	Start Time	End Time	
0	8:10	9:02	Middle Grade Start
1	9:04	9:57	Upper Grade Start
2	9:58	10:50	
3	10:52	11:44	Middle Grade Lunch
4	11:46	12:38	Upper Grade Lunch
5	12:40	1:32	
6	1:34	2:30	Middle Grade End
7	2:32	3:25	Upper Grade End

Middle Grades Office hours are Wednesdays 2:30-3:05

Upper Grades Offices hours are throughout the week. Extra copies of Office Hours are available in the 3rd floor reception office.

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 middle grades after students enter the building.

When students arrive, they may pick-up an optional breakfast. At 8:05 a.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 8:10 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 2:30 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

Middle Grades: We offer office hours on Wednesday with all staff from 2:30-3:05. Your child should come for office hours on any week to receive help with organization, larger projects, or pre/re-teaching. At times, you may receive a Jupiter alert asking your child to join us for office hours. Please encourage them to attend.

Upper Grades: 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 3rd floor reception office. They are hanging on the bulletin board and you are welcome to take a copy at any time.

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/gettransportation.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 Jupiter, to review student attendance. Please check the absences as listed on the report card, not on Jupiter. 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 8:10 a.m for middle grades, and 9:04 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.

CAAS 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.

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. Cutting class creates a safety issue as the adults in the building do not know where you are. After a cut we will meet with your parents/guardian.

Additionally, 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 lateness. 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

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.

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 judgement, and will refer students to Ms. Bennett, our Parent Coordinator. Ms. Bennett 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 phones are not permitted to be used during classes unless students are given permission to use them. 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. If a phone is seen, or heard, it will be confiscated and dropped off in the main office at the end of the day.

Phones will be returned as follows:

- 1st Offense = Returned at end of day
- 2nd Offense = Returned at end of week
- 3rd Offense = Parent must pick up
- 4th Offense = Returned after 30 days
- 5th Offense = Returned at end of school year

As cell phones are not permitted in school unless used under the direction of a teacher, or during arrival or lunch, 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.

Cell phones are permitted at lunch, and in the cafeteria before school, but taking of photographs and any posting to social media is strictly forbidden.

Candy, sweets, and beverages other than water, and gum are not permitted in school.

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: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>

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

Bullying, cyber-bullying, and harassment are not tolerated in the Clinton community. This behavior can occur when students do not feel a strong connection to their community. This year, we are implementing a "Network" system to build connections between students in and across the grade levels. Students will learning about bullying and how to prevent it in Wellness class. We will also continue to provide at-risk counseling services and have staff available to mediate conflicts.

We work in partnership with families to create a comfortable and safe learning environment for all students. Please encourage your child to reach out our middle grades Guidance Counselor, Allison Holtman, or our Upper Grades College Counselor, Tracy Schaffzin, with any concerns regarding bullying. If your child will not report incidents to an adult, please contact Ms. Holtman or Ms. Schaffzin yourself. We must know about the problem to get involved. If you hear something, say something.

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.

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

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.

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. Levin 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:
- <http://www.formstack.com/forms/?1562947-rxYWv69BsH>
- 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 Jupiter website for student grades and assignments, and please feel free to ask teachers directly about the best way to reach them.

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

Cheryl Goett, Upper Grades Director (AP)
cgoett@theclintonschool.net

- Curricula
- State testing
- Special education / Evaluation

Allison Holtman, Guidance Counselor
AHoltman@theclintonschool.net

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

Jill Bennett, Parent Coordinator
JBennett@theclintonschool.net

- General questions
- Jupiter logon
- 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
TSchaffzin@theclintonschool.net

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

Morgan Greer, Manhattan Youth Director

- Middle school afterschool questions or concerns

Delia Vargas, School Aide

dvargas@theclintonschool.net, ext.3011

- Forms
- Lockers

- School photos
- Permission slips
- Lost and found
- Messages for students to receive during the day

Marie Brown, School Secretary

mbrown@theclintonschool.net, ext. 7011

- Metrocards and Busing
- Blue cards
- Immunizations
- Records requests

Delia Vargas, School Aide

DVargas@theclintonschool.net

- Official attendance records
- Planned family trips or absences
- Absence phone calls/emails
- Doctors' notes
- Messages for students to receive during the day
- Library book returns/overdue

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 considered members of The Clinton School PA during the time their children attend The Clinton School for Writers and Artists.

- 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 is free, and comprehensive. Afterschool runs from dismissal at 2:35-5:45. Please register at Manhattanyouth.org or email Clinton's After School Director, Matt Grant at: Matt@Manhattanyouth.org for more information

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

PLEASE SIGN AND RETURN

This FORM to your first period teacher.

2016-17 Parent/Guardian Acknowledgements and Permissions

Please read, complete, and return this form to Ms. Vargas in the main office/first period teacher.

I, _____, parent or guardian of _____ in class _____ have reviewed the Clinton handbook with my child. I understand that he/she will be held to the rules and regulations outlined therein. I pledge to support my child in ensuring they have a safe and successful school year.

X _____ (Adult's signature) X _____ (Student's signature)

Please write your initials on the line next to each item to indicate those for which you give your consent:

___ I give consent for my child to participate in walking field trips during the 2014-15 school year that **do not** require the use of mass transit (subways, buses, etc.)

___ I give consent for my child 's participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes by teachers and staff from The Clinton School for Writers and Artists (02M260)

___ I grant to teachers and staff from The Clinton School for Writers and Artists (02M260) the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media.

___ I hereby release the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

___ I hereby give permission for a photograph of my child, or any artwork, poetry or work produced in conjunction with a school project, class or extracurricular activity, to be put on the Department of Education's World Wide Web (WWW) site, in accordance with the policies set forth in the DOE's Internet Acceptable Use Policy. I understand that the information to be posted does not include information from my child's academic, guidance, permanent or cumulative record (i.e. grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information such as my child's address, phone number, or social security number.

___ I have reviewed the Clinton Locker Policy with my student and we understand that lockers are a privilege that can be revoked/suspended.

___ I have reviewed the Clinton Out Lunch Policy with my student and we understand that out lunch is a privilege that can be revoked/suspended by the school or parents at any time. My child has permission to participate in out lunch.

UPPER GRADES ONLY (9th, 10th Grades)

**PLEASE SIGN AND RETURN
to your first period teacher.**

2016-17 Student/Parent/Guardian Acknowledgements and Permissions

I, _____, an upper grade student of The Clinton School for Writers and Artists, have reviewed the Clinton handbook. I understand that I will be held to the rules and regulations outlined therein. I understand that if I do not understand a rule or regulation, then I am responsible for asking for clarification during the first two weeks of school. I pledge to have a safe and successful school year and to support my peers in doing the same.

X _____ (Student's signature) X _____ (Adult's signature)

STUDENTS

Please write your initials on the line next to each item to indicate those for which you give your consent:

___ I have reviewed the Clinton Locker Policy with my adult and we understand that lockers are a privilege that can be revoked/suspended.

___ I have reviewed the upper grade out lunch policy with my adult and we understand that out lunch is a privilege that can be revoked/suspended.

PARENTS/GUARDIANS

Please write your initials on the line next to each item to indicate your consent:

___ I give consent for my child to participate in walking field trips during the 2016-17 school year that **do not** require the use of mass transit (subways, buses, etc.)

___ I give consent for my child's participation in interviews, the use of quotes, and the taking of photographs, movies or video tapes by teachers and staff from The Clinton School for Writers and Artists (02M260)

___ I grant to teachers and staff from The Clinton School for Writers and Artists (02M260) the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media.

___ I hereby release the New York City Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

___ I hereby give permission for a photograph of my child, or any artwork, poetry or work produced in conjunction with a school project, class or extracurricular activity, to be put on the Department of Education's World Wide Web (WWW) site, in accordance with the policies set forth in the DOE's Internet Acceptable Use Policy. I understand that the information to be posted does not include information from my child's academic, guidance, permanent or cumulative record (i.e. grades or attendance records). I also understand that the information to be posted does not include other personal identifiable information such as my child's address, phone number, or social security number.

___ I have reviewed the upper grade out lunch policy with my child, give permission for him/her to

participate, and understand that out lunch is a privilege that can be revoked/suspended