

# McClure Middle School

## Student Handbook 2023-2024

UNITY needs U n I



1915 1st Ave West  
Seattle, WA 98119

Main Office: 206-252-1900  
Attendance: 206-252-1904  
Fax: 206-252-1901

Website: <https://mclurems.seattleschools.org>

School Info App (SIA): **McClure Middle School Seattle**

Principal: **Shannon Conner**  
Assistant Principal: **Ann Jennings**  
Head Counselor: **Leslie Collings**

# McClure Middle School Handbook Review Statement

Student First and Last Name: \_\_\_\_\_

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

I have read the 2023-24 McClure Student/Parent Handbook. I am aware of the policies, procedures, and expectations of McClure Middle School and Seattle Public Schools contained in this handbook.

I agree to bring home the parent/guardian review statement distributed in the beginning of year packet to review the handbook with my parent/guardian and return to school electronically or in person.

I understand and will uphold the expectations of using the planner:

- Write your first and last name on the front of the planner immediately.
- Take good care of the planner; don't leave it laying around and bring to all classes.
- Use the planner for the entire school year; other students CANNOT use it.
- If lost, replacement cost for every copy of planner is \$5.00.

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

## Our Mission

McClure Mavericks commit daily to being **inclusive, creative, tenacious, and engaged scholars.**

## School Vision

To advance equity and develop compassionate, productive citizens of the world.



# Bell Schedule

## Monday & Tuesday

| Period   | Time        |
|--|-------------|
| Advisory   | 8:55-9:30   |
| Period 1   | 9:34-10:27  |
| Period 2   | 10:31-11:24 |
| Period 3<br>1st Lunch: 11:24-11:54<br>2nd Lunch: 12:23-12:53 | 11:28-12:53 |
| Period 4   | 12:57-1:50  |
| Period 5   | 1:54-2:47   |
| Period 6   | 2:51-3:45   |

## Wednesday

| Period   | Time        |
|--|-------------|
| Period 1   | 8:55-9:45   |
| Period 2   | 9:46-10:36  |
| Period 3   | 10:40-11:27 |
| Period 4<br>1st Lunch: 11:27-11:57<br>2nd Lunch: 12:18-12:48 | 11:31-12:48 |
| Period 5   | 12:52-1:39  |
| Period 6   | 1:43-2:30   |

## Thursday

| Period   | Time       |
|--|------------|
| Advisory   | 8:55-9:30  |
| Period 1   | 9:34-11:24 |
| Period 3<br>1st Lunch: 11:24-11:54<br>2nd Lunch: 12:23-12:53 | 11:28-1:48 |
| Period 5   | 1:52-3:45  |

## Friday

| Period   | Time       |
|--|------------|
| Advisory   | 8:55-9:30  |
| Period 2   | 9:34-11:24 |
| Period 4<br>1st Lunch: 11:24-11:54<br>2nd Lunch: 12:23-12:53 | 11:28-1:48 |
| Period 6   | 1:52-3:45  |

# Equal Opportunity Organization

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

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

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

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

## UNITY needs U n I



# How we show P.R.I.D.E. at McClure Middle School

## Productivity

| All Settings  | Classroom, Library, Gym  | Guest Teacher  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Attend classes and school</li> <li>Engage in the activities</li> <li>Be a role model for scholarly habits</li> </ul> | <ul style="list-style-type: none"> <li>Be on time</li> <li>Know expectations</li> <li>Stay on task</li> <li>Engage in the learning activities</li> </ul> | <ul style="list-style-type: none"> <li>Follow instructions of guest teacher</li> <li>Do the assigned work and activities with integrity</li> <li>If finished, find a quiet, approved activity</li> </ul> |

## Respect

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Use kind words and actions toward everyone</li> <li>Use all school resources as directed</li> <li>Keep hands, feet, and objects to self; this also includes no PDA (public displays of affection)</li> </ul> | <ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Give full attention to the speaker</li> <li>Use class materials as directed</li> </ul> | <ul style="list-style-type: none"> <li>Show guest teacher same respect as regular teacher</li> <li>If peers are misbehaving, refuse to join in</li> </ul> |
|---|--|---|

## Integrity

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Reflect on words, actions, learning, and relationships</li> <li>Take responsibility for words and actions</li> <li>Develop empathy</li> </ul> | <ul style="list-style-type: none"> <li>Think before you speak or act</li> <li>Be honest</li> <li>Stay electronics-free</li> <li>Show PRIDE with guest teachers</li> </ul> | <ul style="list-style-type: none"> <li>Remind peers of classroom expectations</li> <li>Follow same expectations as regular teacher without being reminded</li> </ul> |
|--|---|--|

## Dependability

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Complete work on time</li> <li>Communicate regularly with school and teachers</li> <li>Be proactive when you need help</li> <li>Report problems</li> </ul> | <ul style="list-style-type: none"> <li>Bring necessary materials</li> <li>Follow classroom expectations and directions</li> <li>Follow technology acceptable use policy</li> <li>Consume only water</li> </ul> | <ul style="list-style-type: none"> <li>Sit in assigned seat</li> <li>Answer to your name when attendance taken</li> </ul> |
|---|--|---|

## Excellence

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>Take initiative to solve problems</li> <li>Do your best and be your best</li> <li>Help others</li> </ul> | <ul style="list-style-type: none"> <li>Talk about ideas and issues, not other people</li> <li>Be solution-minded</li> <li>Help others learn</li> <li>Be tenacious</li> </ul> | <ul style="list-style-type: none"> <li>Find ways to help the guest teacher</li> <li>Inform guest teacher about class routines &amp; expectations</li> </ul> |
|---|--|---|

## How we show P.R.I.D.E. at McClure Middle School

### Productivity

| Hallway and Stairs   | Restroom   | Cafeteria   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Walk quickly and calmly</li> <li>Stay to the right</li> </ul> | <ul style="list-style-type: none"> <li>Use the facilities quickly</li> <li>Avoid congregating</li> <li>Keep the restroom neat and clean</li> </ul> | <ul style="list-style-type: none"> <li>Walk quickly and calmly</li> <li>Clean up table and throw away trash in proper bins</li> <li>Keep food and drink in cafeteria</li> </ul> |

### Respect

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Pick up dropped items</li> <li>Follow adult instructions</li> </ul> | <ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Respect others' privacy</li> <li>Wait patiently</li> </ul> | <ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Keep food on trays</li> <li>Follow adult instructions</li> </ul> |
|---|--|--|

### Integrity

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Think before you speak or act</li> <li>Respect personal space</li> <li>Stay electronics-free</li> </ul> | <ul style="list-style-type: none"> <li>Use required pass</li> <li>Stay electronics-free</li> <li>Report problems to an adult</li> </ul> | <ul style="list-style-type: none"> <li>Be patient</li> <li>Keep rightful place in line</li> <li>Stay electronics free</li> <li>Be a Model Maverick</li> </ul> |
|--|---|---|

### Dependability

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Follow signed locker agreement</li> <li>Pick up after yourself and others</li> <li>Keep food and drink in cafeteria</li> </ul> | <ul style="list-style-type: none"> <li>Use supplies correctly</li> <li>Keep space clean; properly dispose of items in garbage, recycling, or compost</li> </ul> | <ul style="list-style-type: none"> <li>Take responsibility for actions</li> <li>Set-up and break down as instructed</li> <li>Remain in cafeteria, gym, or library</li> <li>1 student = 1 chair</li> </ul> |
|---|---|---|

### Excellence

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Notice and act when others need assistance</li> <li>Report problems to an adult</li> </ul> | <ul style="list-style-type: none"> <li>Be an upstander</li> <li>Report problems to an adult</li> </ul> | <ul style="list-style-type: none"> <li>Show appreciation; Use kind words &amp; actions toward others</li> <li>Bring lunch related items only (no backpacks, laptops, etc)</li> <li>Notice and act when others need assistance</li> <li>Be inclusive</li> </ul> |
|---|--|--|

How we show P.R.I.D.E. at McClure Middle School

**Productivity**

| Gym (during Lunch)   | Bus   | Assembly  |
|--|---|---|
| <ul style="list-style-type: none"> <li>Follow directions</li> <li>Ask permission for games</li> <li>Abide by all PE class rules</li> </ul> | <ul style="list-style-type: none"> <li>Go to seat, sit, and stay seated for the entire bus ride</li> <li>Know ridership expectations</li> <li>Remain in seat</li> </ul> | <ul style="list-style-type: none"> <li>Participate fully and appropriately</li> <li>Show school spirit</li> </ul> |

**Respect**

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Use level 0-3 voice</li> <li>Keep food &amp; drink in cafeteria</li> <li>Use kind, appropriate language with peers &amp; adults</li> </ul> | <ul style="list-style-type: none"> <li>Use level 0-2 voice</li> <li>Be patient when entering or leaving the bus</li> <li>Be courteous to driver and other students</li> </ul> | <ul style="list-style-type: none"> <li>Use appropriate voice level as directed by organizer</li> <li>Give full attention: sit up, face presenter, and stay seated</li> </ul> |
|---|---|--|

**Integrity**

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Include others in your activities</li> <li>Play by the rules</li> <li>Take turns and share</li> <li>Keep distance between self and others</li> </ul> | <ul style="list-style-type: none"> <li>Face forward on bus</li> <li>Arrive at bus stop on time</li> <li>Keep distance between self and others</li> </ul> | <ul style="list-style-type: none"> <li>Welcome new experiences</li> <li>Sit with your class</li> </ul> |
|---|--|--|

**Dependability**

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Clean up immediately when whistle blows</li> <li>Use locker rooms only when permitted</li> <li>Exit gym when bell rings</li> </ul> | <ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Listen to the bus driver and follow adult directions</li> <li>Line up to board the bus</li> </ul> | <ul style="list-style-type: none"> <li>Make noise only when directed to by the organizer</li> <li>Follow directions the first time</li> </ul> |
|---|---|---|

**Excellence**

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Take responsibility for actions</li> <li>Proactively avoid preventable conflicts</li> </ul> | <ul style="list-style-type: none"> <li>Keep the bus clean</li> <li>Help others</li> <li>Report problems to an adult</li> </ul> | <ul style="list-style-type: none"> <li>Connect the topic to your classes and your life</li> <li>Report problems to your teacher</li> </ul> |
|--|--|--|

How we show P.R.I.D.E. at McClure Middle School

| P.R.I.D.E.    | Community   | Emergency & Practice Drills   |
|---------------|---|---|
| Productivity  | <ul style="list-style-type: none"> <li>• Be aware of your surroundings</li> <li>• Be kind and considerate of others (excuse me, please, thank you)</li> </ul>                               | <ul style="list-style-type: none"> <li>• Adhere to safety commands such as silence, lining up, and other directives</li> <li>• Arrive at identified safe destination in timelines given</li> <li>• Stay in line with your assigned teacher</li> </ul> |
| Respect       | <ul style="list-style-type: none"> <li>• Use appropriate voice level and language</li> <li>• Respect others' property</li> <li>• Treat others as we wish to be treated</li> </ul>           | <ul style="list-style-type: none"> <li>• Use level-0 voice</li> <li>• Follow adult directions without delay</li> </ul>  |
| Integrity     | <ul style="list-style-type: none"> <li>• Show McClure PRIDE; you represent our school</li> <li>• Think before you speak or act</li> <li>• Follow laws and community expectations</li> </ul> | <ul style="list-style-type: none"> <li>• Take the event or safety practice session seriously</li> <li>• Remain calm</li> </ul>  |
| Dependability | <ul style="list-style-type: none"> <li>• Show self-control</li> <li>• Take responsibility for actions</li> <li>• Promote and practice safety</li> <li>• Clean up after yourself</li> </ul>  | <ul style="list-style-type: none"> <li>• Be alert and aware of any unexpected changes</li> <li>• Inform drill leaders and/or safety officers of important facts</li> </ul>  |
| Excellence    | <ul style="list-style-type: none"> <li>• Notice and act when others need assistance</li> <li>• Hold the door open for others</li> <li>• Report problems to adults</li> </ul>                | <ul style="list-style-type: none"> <li>• Show attentiveness</li> <li>• Help those experiencing difficulty during an actual emergency</li> <li>• Contribute to timely exercise and full completion of drills</li> </ul>                                |



# Letter to Students

Dear McClure Students,

Welcome to the 2023-24 school year! Our priority is starting the new school year committed to leading and supporting you. Our focus this year is building community and connection, cultivating empathy, and fostering scholarly habits.

At McClure, we are dedicated to your current and future well-being and success. To begin this new school year, we will review and refresh our collective commitment to our school's values of P.R.I.D.E.: Productivity, Respect, Integrity, Dependability, and Excellence and the positive behavioral expectations associated with these values. These expectations extend to all learning environments.

This year's motto, which was voted on by your last year's 6th and 7th, is **UNITY needs U n I**. Your choices and attitude are key to your growth and success. It is your **individual and collective responsibility** to know and follow school and classroom learning expectations.

At McClure, we fundamentally believe in achieving together. McClure Mavericks commit daily to being **inclusive, creative, tenacious, and engaged scholars**. That is our mission!

Together, staff and students are engaged in learning, growth, and making positive contributions. As a staff, we are focused on providing the best conditions for learning. Our vision is to advance equity and develop compassionate, productive citizens of the world. We expect that you will demonstrate the behaviors and decisions that ensure our school is a positive, safe, accepting and, yes, fun place to learn and grow together!

We welcome you to McClure's 2023-24 school year. We believe you will achieve new heights and exemplify our vision.

Sincerely,

The McClure Middle School Staff

## UNITY needs U n I



# Student Handbook

Topics are listed in alphabetical order.

## Academic Progress & Communication

- Teachers will provide biweekly check-ins with students and families for students at risk of earning an Incomplete, No Credit, or a failing grade.
- Grades will be updated in the source bi-weekly and class resources will be available on either Schoology or OneNote. Teachers will contact families when major assessments are missing.
- Parents & students are to check the Source regularly and email teachers with questions about missing work or retakes. Parents can also speak with students to ensure they are caught up and have arranged any necessary retakes on assessments.
- Students should **use their planners** to keep track of upcoming assignments and to plan retakes for all assessments that are C or below. Missing work and retakes should be completed in Advisory during academic days or plan with your teacher.

## Advisory

Every student is assigned an advisory class with a group of grade-level peers. Advisory will be held 4 days per week. The purpose of Advisory is to build community, develop strong habits for academic achievement, and learn how to manage the inevitable social challenges of middle school.

## After School Sports

[Subject to change and/or cancellation]

Students may participate in soccer, track, basketball, volleyball, and ultimate frisbee. Students must have a physical exam (every 2 years) and insurance prior to participating. To be granted game time, student athletes must have a GPA of 2.0 or above, turn in a weekly academic and citizenship grade sheet throughout the sport season, and have positive school behaviors with no code of conduct violations. Please read the Sports Participation Form closely for more information. Bulletins about sports are periodically announced during morning announcements and posted on hallway displays and electronic notices.

## ASB

The Associated Student Body (ASB) Student Council is the governing body for McClure Middle School activities. The elected ASB Executive Board are generally elected in the spring preceding the school year in which they will be in office and are registered into the ASB course for both semesters. The ASB class is comprised of participants from the election (prioritized registration into the course for one semester) and students randomly assigned to the exploratory course. The ASB course builds leadership skills and trains students to successfully project manage activities such as activity days, assemblies, and elections.

## Attendance

School begins at 8:55 am and ends at 3:45 pm except on Wednesday when school ends at 2:30 pm. Attending school every day on time is an essential part of being a successful student.

In accordance with Washington State Law, all students are expected to attend all assigned classes daily. Families of students with chronic attendance difficulties will receive letters to inform them of how many days their student has missed and/or how many tardies have accrued to reinforce the message that attendance is important. Your student is expected to maintain no less than a 93% attendance rate. Students with greater than 5 unexcused tardies to class will be assigned to our PRIDE room at lunch.

**NOTE:** SPS considers students absent from any class period, 10 or more minutes as unexcused absent to that class. Additionally, any student exceeding 20 absences for any reason is required to meet with school officials and is potentially subject to a truancy referral per Superintendent Procedure: 3121SP.

**Excused** absences and tardies:

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

**Not Excused** absences and tardies

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

**Make-up Work:** After being tardy or absent from a class, **students** must take responsibility to check their teacher's Schoology pages and the Source as the primary means of information regarding missed assignments. 24-hour notice is needed to fill any additional homework requests. If the absences are medically necessary, a plan can be developed in advance with the teachers to complete necessary make-ups.

**AVID**

AVID stands for Advancement Via Individual Determination. Established to assist schools to shift to a more equitable, student-centered approach and "preparing all students for college readiness and success in a global society." This year, there is a 7<sup>th</sup> grade AVID elective. Recruitment takes place in the spring.

## **Building/School Hours and Closed Campus**

McClure is a closed campus. Once students have arrived, they cannot leave the school grounds without parent permission (requested through the attendance office), including upon getting off school-provided transportation, before first period, before school dismissal or after the bell rings prior to boarding school-provided transportation. Once students arrive on campus, they are expected to stay on the McClure Campus for the remainder of the day.

**Important:** If students take the school bus home or attend afterschool programs such as athletics, they **may not leave campus to go to any area business when the end of day bell rings, but instead must** report directly to the bus or afterschool program. Also note that students who walk to/from school are expected to vacate school grounds within 10 minutes of dismissal (unless attending a sanctioned program or event on campus). Students violating this policy will be subject to disciplinary consequences.

Closed campus also means that **student guests/visitors** from other schools or communities **are not permitted** during the school day or at extra-curricular school events with the exception of athletic events. Students may not enter campus grounds when suspended from school. **Students who walk to/from school are also expected to show PRIDE** (see matrix) **if given parent permission to visit area businesses.** Please Note: *No students or visitors are allowed in the building after 4pm without an appointment or written permission.*

## **Bikes, Scooters, and Skateboards**

Students may ride their bikes to and from school. Upon arriving at school, bikes must be parked in the bike rack and locked. The school is not responsible for stolen or damaged bikes. Students bringing skateboards and like equipment must store them in their lockers during the day and are not allowed to ride them in the halls or in the courtyard in front of school.

*We will NOT check in student scooters or skateboards in the office, and thus if those items do not fit in a student's locker, or be locked up safely on the bike rack, they should not be brought to school.*

## Communication Systems

There are various means and methods of communication used at McClure:

- **The Source and Schoology:** These are critical sources of classroom-based information about assignments, core content expectations, and other classroom information that all students and families are expected to access on a regular basis. **(See The Source and Schoology)**
- **School Information APP (SIA):** Our free School Info App (SIA): McClure Middle School, is available from the APP store on your personal devices. *Use this app to obtain weekly school related memos and timely messages*
- **Talking Points (TP):** A text-generating application called Talking Points, which families are automatically signed up to receive district and school text messages through the phone numbers provided to SPS when their student is enrolled. It is used to share periodic reminders or notices to all students, a class specific communication from a teacher, or personalized message from school leadership.
- **McClure Family Newsletter:** Principal newsletter regarding McClure schoolwide news.
- **McClure PTSA Newsletter:** We encourage all families to sign up for the McClure Email Newsletter, produced by the McClure PTSA which is a source of schoolwide information
- **Robo Calls:** Families will also receive robocalls when students are unexcused absent and tardy. Occasionally robocalls or email will originate from the school office for urgent matters.

## Communicating with Teachers

Parents are encouraged to contact their student's teacher to address any class related inquiries. Teachers are unable to take phone calls during the day, and after school, they are often in meetings; thus, email is the most efficient method of contact. McClure staff have agreed to return calls/emails to parents/guardians within 48 work-week hours of receiving the initial communication request. We encourage you to use the TP app once you establish contact for quick follow-ups when appropriate. Parents/guardians may also request a parent-teacher conference to discuss inquiries or concerns about a student's progress which we encourage you to do before a student is failing to progress in their subject area. All teachers email addresses are listed on our APP and website.

## Communicating with your student during school hours

Parents, guardians, relatives, or friends **should not text or call students via personal devices during school hours** with the expectation of a response. Students are not allowed to use or access cell phones during the school day. **THERE ARE NO EXCEPTIONS.** (Please see "Electronics/Cell Phones/Tablets" student expectations below). If you need to reach your student, please call the Attendance Office at **(206) 252-1904 and any urgent information will be quickly relayed.** Violation of this policy results in significant consequences for students due to the disruptions cell phones cause in the middle school environment.

## Computer/Internet Policy

Students have access to laptops and the internet via the SPS/school network.

- Students are expected to use district-issued devices and not bring personal computing devices to school. Laptops are collected in the spring at the end of each school year.

- Use of District Internet service is a privilege. If any conditions of use are violated, this privilege will be taken away and other consequences may follow. Use of the Internet is for school-related purposes only.

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

Violations include, but are not limited to:

- Unauthorized searching or website access and/or attempts to access that are unrelated to instruction
- Use of another student's log-in information is expressly prohibited as is posing as another person\*\*
- Transmission of or deliberate access to obscene, indecent, harassing, defamatory or otherwise offensive material in any form
- Any deliberate attempt to harm or destroy equipment or data on any system on school servers
- Unauthorized installation, storage or distribution of copyrighted software or materials

\*Please refer to the SPS McClure Student Laptop Information and Expectations Document located at the end of this section.

**\*\*Important:** Students are issued a unique log-in to use throughout their enrollment period in SPS (not just while at McClure). **Students are to keep this information private;** sharing log-on information can cause many unexpected problems and as such *is prohibited* and subject to disciplinary consequences.

## **Counselors**

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

### **Who is your grade-level counselor?**

#### **Ms. Leslie Collings (Head Counselor)**

252-1908

All 8th grade students

6th grade students with last names A-M

#### **Ms. Katie Pillers**

252-1909

All 7th grade students

6th grade students with last names N-Z

## **Countering Oppressive Language and Actions**

We do not tolerate harmful and oppressive language or actions regarding, but not limited to, ableism, body-shaming, homophobia, racism, sexism, transphobia, and xenophobia. Students who violate this community commitment are expected to repair the harm based on the needs of those who were impacted. Methods for repairing harm may include education on the topic, a comprehension assessment, and notifications to families. Repeated, targeted oppressive language can result in progressive discipline.

## Dress Code - A Place of Acceptance, Work, and Learning

Our vision is to *advance equity and develop compassionate, productive citizens of the world*. At McClure, we expect students and staff to contribute to creating an environment that supports this vision. We ask everyone to respect and honor the space of learning and recognize the many variations in beliefs about dress.

SPS has adopted a districtwide dress code designed to respect a fair middle ground as it relates to attire that emphasizes a shared place of acceptance, work, and learning.

The full policy (No. 3224) can be viewed on the SPS website under School Board. The SPS dress code assigns main responsibility to parents/guardians in determining students personal dress standards, provided their attire does not:

- Depict pornography, nudity, sexual acts, drug, tobacco, or alcohol-related messages
- Use profanity or derogatory language
- Use or depict hate speech targeting groups based on protected status
- Intentionally show private parts
- Demonstrate gang or hate group affiliation

### Additional Expectations:

- Hats and hoods permitted must not obstruct the immediate identification of a student and are not to be used to hide unauthorized technology such as earbuds (See ELECTRONICS)
- Shoes are always worn
- Sunglasses are not allowed indoors
- Costumes are only for designated spirit days and do not depict cultural appropriation

### Typical responses for dress code violations are:

- Student is asked to correct the dress code violation; administration or nurse may provide an option
- If unable to correct, parents are called and asked to bring appropriate clothing for student
- Conference between administration, parents, and student if poor choices in attire persist

## Electronics, Cell Phones, and Tablets

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

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

Thus, other than e-reader use under the direct supervision of the classroom teacher, McClure Middle school adheres to a **no personal device** policy **between the first and last bell**



**of the day** (8:55 a.m.-3:45 p.m./2:30 p.m. on Wednesday).

This includes but is not limited to cell phones, smart watches, and devices with internet access. The following is in effect:

- Personal electronics must be left at home or placed in lockers before reporting to the first period of the day\*
- Smart watches **MUST** be left in lockers with phones
- E-reader use, if at all, is entirely directed by the classroom teacher
- Ear buds and other devices accessories must be put away during school

\*It is not sufficient for students to put their phone in their binders, pockets, or waistbands. Disruptions are caused by students failing to fully follow the above expectations.

McClure staff will confiscate electronics not properly stowed and the following actions will be taken:

- **A First Offense** results in assignment of 5-days check-in/check-out of student phone to main office. Students will be able to pick up their device at the end of the day from the attendance office. Students are expected to correct their behavior for the duration of the year or face progressive consequences.
- **A Second Offense** results in assignment of a second 5-days check in/check-out of the phone to the main office and **results in mandatory parent/guardian pick up of the device at the end of the school day or by arrangement, pending parent availability.**
- **A Third Offense** results in stringent consequences including a 10-day check-in/check-out & mandatory parent/guardian pick-up of the device.
- **A Fourth Offense** results in a check in/out system imposed for the remainder of the year. Depending on contributing factors, student may be prohibited from bringing the device to school. See Repeat offenses, below.

**Repeat offenses**, after the third violation, are subject to Code of Conduct discipline action that may include loss of participation in field trips, various school-wide and/or year ending events and possible suspension for persistently violating Code of Conduct/Rule Breaking.

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

## Field Trips/Service Learning Excursions

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

## Food in the Classroom

We **do not** allow food to be brought into classrooms due to the following considerations:

- Health/life threatening allergies
- Maintenance of cleanliness and hygiene in the learning space
- Distractions to learning
- Equity

Events involving food in a classroom are pre-authorized by school administration for which a thorough approval of food items occurs.

## Homework

At McClure, we are committed to encapsulating the majority of students' learning activities during the 6.5 hours of their school day. Outside of school hours, students' homework will more than likely be in response to finishing tasks or assignments that they began in class. Sometimes, homework will also reinforce or give practice with material already taught in class. When assigned, homework should be completed by the student with minimal assistance from parents.

To that end, we offer the following guidelines.

- It is a requirement for all students at McClure to **read at least 30 minutes daily** for Language Arts and **complete their Reading Log** pages
- To help our students become more effective communicators, parents should ask students to explain what they are learning in school and the nature of their assignments.
- Parents should also ask their McClure student to review and share with them their Source grades and Schoology pages for updates on how they are performing and set goals around upcoming assignments and projects.
- Maintain 97% attendance or higher.
- Modifications/accommodations to homework are provided based on individual student needs.
- Parents are part of the team to encourage and reinforce achievement of HW completion.

## Incident Reporting

Students are encouraged and expected to submit a first-hand account of any concerning incidents they have witnessed or are involved in. The incident report form is available both in the school office and on the magazine rack across from the office. Students are asked to write report individually not in a group or even with a second person. This helps us identify factual details more quickly and effectively.

### How are incidents processed?

- Incidents that are wholly addressed at the school level are not always reported to families
- Many incidents will result in either a “for your information” type of notice, a more detailed notification with school actions, or a notice to report consequences of the offense
- Confidentiality is maintained
- We do not share the outcome or consequences applied to other students
- Reporting an incident or concern is our best defense against incidents that undermine our mission and school expectations, and cause undo hurt and discomfort throughout the school

## Library

The library is open from 8:35 am to 4:05 pm on most school days and during lunchtime on designated days each week. Only water is allowed in the library; please do not bring in any other food or drink. During class periods, individual students must enter with a pass (see PASSES below).

Students may check out up to 10 books at once and may renew their checkouts for more time if there are no existing holds. Additionally, SPS students have access to resources through The Seattle Public Library, including ebooks, audiobooks, online graphic novels, and research databases. See the ELA section for details.

Books not returned or returned in damaged condition will be subject to replacement fees. Outstanding fees or replacement costs should be cleared upon notification of such costs. Individuals should contact school administrators for need-based assistance for fees.

## Lockers

Students are assigned individual lockers. Prior to assignment, they must fill out a locker agreement and abide by all guidelines for proper locker use. **Students may not trade locker assignments with other students nor give their locker combination to any other student, subject to school discipline.** Students may be assigned to the PRIDE room at lunch and their locker combo reset.

### Proper Locker Usage

- Close gently (slamming hurts people’s ears and shortens the life of the locker functions)
- Make sure nothing is sticking out, ie. backpack straps, papers, or clothing
- Put ALL electronics in the off/silent mode for the entire school day

**Lockers are school district property and as such can be searched, or individual use terminated at any time.** Decorating a locker for a special occasion is allowed but must be school appropriate and removed within 1 week. Though uncommon, school administrators will from time to time change the location of a student’s locker in response to a disciplinary issue.

## Lunch Prices

(Subject to change) Based on Secondary School rates

Student breakfast costs \$2.50 and lunches costs \$3.50 each.

Students are issued a unique lunch code which deducts the correct amount from their account. *Please be mindful of the balances of your student's lunch account so you can remain current.* Students qualifying for Free/Reduced lunch can complete applications available in the Main Office or apply online; applications need to be renewed each year. Upon approval the status of the student's lunch will automatically link to the student's lunch code.

To add funds to a student's account, check or cash can be given to lunchroom personnel or use the online payment feature PayPAMS: <https://www.seattleschools.org/departments/culinary-services>

## Lunchroom and Lunch Time Procedures

At McClure, we take great PRIDE in our cafeteria. In the cafeteria, students sit at round tables with no more than 9 chairs per table (without leaving chairs in walking lanes). There is a 1 student: 1 chair policy. Additionally, everyone is to be a Model Maverick during lunch. Students are required to clean up their shared eating space and follow McClure expectations while in the designated eating areas. Throwing food, dropping garbage on the ground, spilling beverages, and/or other items and intentionally leaving food or discarded items is not allowed. **Students are expected to clean up accidental spills or seek custodial assistance for same.** In keeping with family-style seating, students are expected to fully cooperate, when any adult staff asks for their assistance in a clean-up at their table. (See what PRIDE expectations in the Cafeteria and the Model Maverick description below).

Students should not bring large quantities of food and distributing it to others for reasons **equity, fairness, and health/hygiene.**

During the lunch period, students are allowed only in the cafeteria, movie room, game room, library, or gym. Students are not allowed in the hallways during lunch except for transitioning to one of the approved areas. No lingering in entryways between the lunchroom door and the gym. Students are to follow the directions of all adult supervisors (staff/parent volunteers) in these areas.

Students have 5 minutes at each bell to arrive the cafeteria or to class, which is ample time for students to avoid tardiness and not interfere with in-session classes. The 5-minute passing period before and after lunch is ample time for all non-lunch items to be stored and retrieved from their locker. Books, binders, laptops and/or stacks of schoolwork are not allowed in the lunchroom.

Students are not to go upstairs during lunch unless pre-arranged with a staff member. Use of the bathroom during lunch, like all other times, requires a pass (provided in the lunchroom) issued ONLY for use of downstairs bathrooms. These passes are limited to 3 persons at any given time in each available bathroom to reduce congestion and congregating which is not permitted.

## Model Mavericks

Throughout the school year, students are given opportunities to contribute in various leadership capacities around the building to create a positive, engaged, and productive school culture. This translates to the stewardship of our common areas. Every student is assigned Model Maverick duties for at least one week each year to assist in caring for the lunchroom and is expected to fulfill those duties with a positive outlook. Students are asked to make-up any missed service days by assignment. Students in leadership

positions such as ASB, WEB and other groups are given additional Model Maverick responsibilities as appropriate.

## **Medication**

If a student needs to take medication (prescription or over-the counter -OTC) during the school day, a **medical release form must be signed by the doctor and parent**, and the medication **must** be stored in the nurse's office. The medication **must** be in its original container or original prescription packaging. *Students may not carry medication nor store it in their locker, including any OTC items.*

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

## **Nurse's Office**

The Nurses Office is available to students for illness or injury. **Students must get permission from their classroom teacher in order to visit the nurse's office** and be in possession of the so-issued and signed hall pass. The maximum stay is 15 minutes. If students are too ill to return to class after the 15-minute rest period, a parent or guardian will be notified to arrange for transportation home. Our school nurse is on duty every day of the week. Our nurse is a key collaborator in our building; in addition to routine duties, she is actively and regularly involved in providing education and access to resources on a variety of student health topics.

## **Outside/After School Help**

All teachers are available to offer after school/out of school time support to students. Teachers publish the specifics on their Schoology page. Please make appointments for such help in advance to ensure the availability of teachers who have special meetings or appointments.

## Passes

Granting a pass is done at the teacher's discretion. The Student Planner is to be used as a pass. The planner has a designated section for student pass permissions. Teachers will only sign off on up to a **total** of 5-passes each week for each student. Students are expected to not interrupt teaching and learning to obtain pass permissions. Students must have a **signed** pass log-entry if they are leaving their assigned class for any destination; (to the nurse, library, bathroom, etc.); and will be asked to use the designated pass section of their planner for these purposes. Passes are also required during the lunch period to visit the bathroom-these passes are provided in the lunchroom (see Lunch Time Procedures).

Students are expected to first report to their assigned class to avoid being reported tardy or absent in that class prior to obtaining teacher signature for any pass. We adhere to the "10-minute rule," which **disallows** the issuance of student requested passes *during the first and last 10 minutes of class* (with the exception of Advisory appointments). We discourage issuing passes during Advisory for non-advisory related reasons due to the short length of the class period. Middle school norms include knowing the right time and way to request pass permission and intentional usage of their weekly bathroom pass permissions.

Teachers and administrators will monitor appropriate use of student passes and will revoke pass usage if an incident or pattern warrants it. Monitoring includes but is not limited to overabundance of time spent in the bathroom. If a staff member from the office or a classroom teacher delays a student, the student should ask that staff member for a blue pass. McClure students have 4-minute passing periods which provides additional opportunities to visit the library, bathroom, or nurse if those are short visits. Students may not share your planner passes with others, subject to disciplinary action. NO PLANNER=NO PASS. It costs \$5 to replace planners.

## Plagiarism

Plagiarism is stealing someone else's writing, ideas, or other intellectual property and calling it your own. It can come in the form of direct copying or close paraphrasing. In addition to theft, this is also considered cheating. Consequences for plagiarism at McClure include redoing the assignment (highest grade is a B) and writing letters of apology to teacher, administrator, and parent/guardian.

## P.R.I.D.E.

McClure Middle School P.R.I.D.E. expectations are organized in a matrix that covers the following five components of our school culture:

- **Productivity**
- **Respect**
- **Integrity**
- **Dependability**
- **Excellence**

Students and families must familiarize themselves with these expectations as they are the foundation of our operations, and such familiarity reduces corrective actions due to non-adherence.

## Record Requests

Please notify the registrar, if you need records or assistance processing private school applications, document for special program, etc. We will charge a nominal fee for these requests and ask for 5 working

days to complete the request.

Cooperation and clear communication are much appreciated and helps complete the processing with minimal disruption to daily operations.

## **Restricted Areas/Out of Bounds**

We expect our students to remain in designated school areas. The following areas are considered out of bounds for students: faculty parking lots, except for coming to and leaving school; all athletic fields, unless supervised by a staff member; faculty lounges, staff mailroom, copier rooms, staff bathrooms, and all instructional areas when not occupied and locations identified by teachers or staff.

**Reminder:** McClure Closed Campus policy is outlined in the above section titled “Building/School Hours and Closed Campus.”

## **Safety Drills and Events**

**Shelter-in-place:** Utilized to restrict movement within the school while an incident team addresses a situation. No imminent danger is posed for entire student body. Often used for medical emergencies. For privacy, shades pulled and unlocked doors are closed.

**Lockdown:** Utilized because of an emergency that could potentially put the school into danger. Doors are locked, shades pulled, and students and staff are silent in their spaces.

## **Safety and Rules**

The school is not responsible for lost or stolen items. **Students should not bring to school:**

- Valuable items such as cameras, expensive art materials, jewelry, etc
- Excessive money; students should only bring money that is needed that day, if any at all
- Permanent markers and laser pointers
- Fidgets, toys, stuffies and other non-school items
- Any items stated in The Basic Rules of Seattle Public Schools including fake weapons

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

- Tablets
- Cell phones
- Smart watches
- AirPods/earbuds
- Headphones (unless part of a student’s educational plan)
- Backpacks, purses, satchels, etc
- Skateboards/scooters (we will not store student skateboards or scooters)

Electronics are not allowed in classrooms or hallways (unless teacher-directed). No earbuds/airpods, etc. are to be worn in students’ ears during the school day.

## **Seeing or Hearing About Something Dangerous**

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

concerns is viewed as contributing to a safe school environment. Security and administrative staff prioritize confidentiality.

## **School Hours**

The building is open daily to students at **8:35 a.m.**

M, T, Th, Fri school ends at **3:45 p.m.** and at **2:30 p.m. on Wednesdays**. It is expected that students leave the campus within 10 minutes of dismissal. Any student in the building after school hours must be under the direct supervision of a coach, staff member, or activity director. Teachers are generally available between 8:35am and the first bell and after school M, T, TH & F until 4:05pm for student check-ins or questions. Student/parents are asked to make a mutually agreed upon appointment time for meeting outside of those hours. Teachers have pre-scheduled meetings on Wednesdays and are not usually available then.

## **The Source and Schoology**

The Source and Schoology are the primary tools used by teachers to inform students and families of students' progress and for access to information about the instructional programs offered.

**The Source:** The primary tool used by teachers to inform students and families of students' progress. We urge proactive review of this information to avoid surprises. At times some information may need clarification between home and teacher which we encourage you to seek before key dates such as end of quarter or semester and when final grades are due. Students should make it a habit to check their academic progress in the Source regularly as a scholarly habit and **engage** in active conversation with you and their teachers about their progress.

**Schoology:** The receptacle used by teachers to post class materials, inform students and families about upcoming assignments, share resources such as the syllabus, classwork, and readings, and where students may submit assignments and complete tests. Students should become familiar with and master the use of Schoology as it is our primary digital learning.



## **Standards Based Grading**

Grading at McClure is based on mastery of course standards and is determined by grades on summative assessments. Formative assessments, such as daily classwork, homework, exit tickets, etc. are used to track student progress toward mastery of standards. **Completion of formative work is essential to student success in meeting or exceeding standard.** Summative assessments, such as unit assessments and projects represent the sum of what a student knows and can do as measured by learning standards and are reported in students' Academic Grades on the Source.

In accordance with the Academic Grade Scale below, a grade of C or D is approaching or below standard and requires a retake. Students should use Advisory time to schedule retakes with teachers. McClure's retake process includes a reflection and preparation steps to be completed before a retake.

## **Academic Grade Scale**

### **A - Exceeding Standard**

Student has an in-depth understanding of content and can consistently apply this knowledge to new situations without major errors or missing information.

### **B - Meeting Standard**

Student understands content and can apply this knowledge to new situations with success often. Student has no major errors or missing information.

### **C - Approaching Standard**

Student has a basic understanding of content and can sometimes apply this knowledge to new situations with success. Student is still making some major mistakes or has missing information.

### **D - Just Starting**

Student has some understanding of content and with support can demonstrate some understanding. Student is making major mistakes or is missing information on basic skills and standards.

### **IE - Missing**

Work is missing, therefore there is Insufficient Evidence (IE) assess the learning. ONLY applies to work that is NOT submitted at all.

## **Visitors**

All visitors MUST report to the main office and wear a visitor badge while at the school. To visit a classroom or meet with a McClure staff member including McClure administrators, teachers, counselors, etc., parents/guardians must make an appointment at least 24 hours in advance. We are unable to accommodate drop-in visits. As a closed campus, no student visitors from other schools are allowed during the school day.

# Seattle Public Schools Student Behavior and Disciplinary Responses Policy No. 3240\*

## SPS Board Policy 3240:

<https://www.seattleschools.org/about/school-board/policies/3240-student-behavior-and-disciplinary-responses/>

It is the policy of the Seattle School Board that meaningful learning and educational excellence occur in environments that are safe, positive, consistent, and predictable. These environments rely on trusting relationships between family, students, and staff, which are built with cultural humility, safety, respect, honesty, accountability, and with an eye towards equity. Seattle Public Schools recognizes:

- Every student has the right to high quality instruction, supports, and interventions needed to graduate high school on time and prepared for the future;
- Racial disproportionality persists in disciplinary responses in the district;
- Students are impacted when they are removed from their learning environment;
- Situations involving discipline may be complex and require staff to understand underlying factors that are influencing student's behaviors and;
- Mitigating and aggravating factors should influence the disciplinary decision-making process.

Seattle Public Schools is committed to furthering cultural intelligence that respects and values diversity across the District in schools and in classrooms. This commitment serves to influence decisions in promoting fair and equitable treatment for all and eliminating racial predictability and disproportionality in all aspects of education and its administration. The foundation of Seattle Public Schools' discipline policy is one of prevention and measurement of progress. The policy is grounded in the establishment of a positive school climate that is based on shared behavioral expectations and a common language for talking about expected behavior. The shared behavioral expectations are reaffirmed through an inclusive process that involves students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Should divergence from these shared expectations occur, behaviors will be addressed with a continuum of responses from positive communication through clear pathways for reengagement and reparation of harm. \*SPS POLICIES AND PROCEDURES December 6, 2017

## Basic Rules of SPS

<https://www.seattleschools.org/departments/discipline-and-behavior/rules-rights-and-responsibilities>

# McClure Discipline Guidelines and Policies

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

## General Discipline Policy

All school rules apply to students en-route to and from school, at the bus stop, during the school day, and at all school related activities, whether at McClure or any other place sanctioned by our school (i.e. field trips).

The following procedures will be followed when students violate codes of conduct:

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

# Tiered Prevention & Response to Misconduct/Behavior Intervention Plan

## Classroom Prevention-Focused Procedures

### Tier I (Universal and Aligned for All Students)

1. Teacher introduces and reinforces school-wide behavior expectations and distributes school planner
2. Teacher consistently teaches specific classroom & school expectations throughout the school year (PRIDE Matrix) with an emphasis on respect and personal responsibility
3. Classroom expectations are reviewed regularly
4. Teachers and staff issue PRIDE cards to reinforce adherence to PRIDE; cards are redeemed at the PRIDE store and occasional raffles
5. When a disruption or minor conflict occurs, these steps will be followed:
  - Students are made aware of breakdowns in expectation and given an opportunity to self-correct
  - Students are expected to correct/adjust their behavior accordingly with developmentally appropriate guidance
  - At times students may be assigned a classroom-based restorative task by the teacher as a natural consequence
  - If another student is involved, students will be asked to resolve the incident, if appropriate, with adult guidance

## Classroom Solution-Focused Responses

### For repeated violations: Tier 1 & 2 (Both Universal and Customized Responses)

- Teacher informs student a minor violation has been committed and outlines the expected behavior (see above)
- If misbehavior continues, 1) student is specifically asked to correct; 2) if unable to do so is reminded they will earn an office referral; 3) student earns office referral (during which):
- Designated staff process the incident with the goal of student identified correction and timely return to class
- In most cases this is a quick and smooth process (if not, a school administrator will inform parent)
- Student makes commitment to classroom teacher to follow classroom expectations and asks permission to return to class
- Student is expected to wholly fulfill the terms of the commitment and able to return to class
- In some cases, additional corrective responses will be part of the resolution when appropriate

## **Conduct Violations**

Some conduct results in a need for an intervention and response beyond classroom correction. In these cases, staff submit a code of conduct violation report to be followed-up by school administration. In some cases of conduct violation, parents are notified within the school day of such an occurrence and the consequences applied. As with minor violations, the overall goal in addressing student conduct is awareness of any harm done and opportunities for restorative actions and positive behavior change.

## **Grievance Procedure for In-Class Concerns**

In the event students and/or parents/guardians are concerned about an action taken by a teacher the following procedures should be followed:

- Schedule at least one conference with the relevant teacher in an attempt to resolve the issue
- If the issue remains unresolved, a 2nd meeting may be necessary to which a teacher may request an administrator attend

## **Grievance Procedure for Disciplinary Response**

In the event students and/or their parents/guardian are concerned about an action taken by an administrator the following procedures should be followed:

- Schedule a conference with the relevant administrator in an attempt to resolve the issue

Should the issue involve out of school actions:

- A short-term suspension can be appealed to the building principal (Telephone number: 252-1900)
- A long-term suspension, expulsion, or emergency expulsion can be appealed before a Hearing Officer by writing and/or telephoning the District Administration Office within three days of the receipt of the Notice of Disciplinary Action (NDA). Telephone Number: 206-252-0820

## **Requesting a Conference/Contacting Parents**

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

## **Support Plans for Behavior/Attendance**

When students have shown that changing their behaviors is a challenge. They may be placed on a behavior and/or attendance plan agreement (SAA).

## **In-School Suspension**

On occasions where a conduct violation results in removal of a student from the setting in which the violation occurred, and/or the conduct has significantly impacted other students and/or staff, a student is subject to an in-school suspension (ISS). This consequence is applied when appropriate, to mitigate time out of school for more significant conduct and is determined on a case-by-case basis by school administration. Time out of school discipline includes short-term and long-term suspension and emergency expulsion (see below).

### **Short-Term Suspension (STS) 1-10 Days**

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

### **Long-Term Suspension (LTS) 11+ days**

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

### **Emergency Expulsion**

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

## Drug-Free School

Severe disciplinary action will be taken for drug and alcohol violations. Selling, distributing, possessing and/or using controlled substances are all subject to Exceptional Misconduct actions (these Reportable Violations are located in the SPS Code of Conduct E-Series, summarized, below). This does include suspected use. The law identifies discipline that can include prosecution for illegal acts, as well as expulsion for students and loss of job for school employees. Resources include the following: 24-hour King County Crisis Clinic: (206) 461-3222 & Teen Link Mon-Thurs 6-9:30 PM (1-866-TEENLINK [833-6546])-Talk or Text. Substance Abuse Specialist Tues-Sat 1-6pm text to connect:1-866-TEENLINK.

Notice to Students and Families Required by Federal Drug-Free Schools and Communities Act of 1989  
Seattle Public Schools prohibits the unlawful possession, use, or distribution of drugs and alcohol by anyone on school property, on school-sponsored transportation, or as part of school activities. Compliance with this rule is mandatory; students who disregard the prohibition may be subject to a disciplinary response. Seattle Public Schools offers or can assist in arranging access to drug and alcohol education, counseling, and recovery support. For further information, contact your school leader, school social worker or counselor.

## Mediation and Restorative Conferences

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

## Restitution

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

## Search and Seizure / Confiscation

Students and their possessions may be searched by school officials. Items that are illegal, prohibited by school regulations, or are a threat, disruptive or dangerous to individuals or the school shall be taken away. See LOCKERS for more information regarding search of locker. **Things that can be taken include and are not limited to items that are:**

- Prohibited by law
- Prohibited by school regulations
- Dangerous to others/potentially pose a threat
- Disruptive to or negatively impact others
- Related to consumption that impacts health and safety such as energy drinks, vaping

## Student Conduct Violations

- **Arson:** Intentionally setting a fire or causing an explosion
- **Assault:** Being physically violent, using unwarranted force, or demonstrating the deliberate and immediate intent to be physically violent toward another person, including domestic violence
- **Physical Aggression:** A physical action that disrupts the school environment in an unsafe manner even when unintentional
- **Bullying, Intimidation, and Harassment:** Engaging in intentional written, verbal, electronic, or physical bullying, intimidating, or harassing conduct that: is for the purpose of embarrassing or denigrating another person; physically harms a student or damages the student's property; is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; has the effect of substantially interfering with the student's education; or has the effect of substantially disrupting the orderly operation of the school. There is no requirement that the student actually possess the characteristic that is the basis for the bullying, intimidation, or harassment. This includes: "pantsing" another person (engaged in as teasing by elementary-age students); conducting electronic bullying, intimidation, and harassment on school grounds, during school activities, on school buses, or during the school day. .
- **Burglary:** Forced entry or remaining unlawfully in a District building or room in the building for the purpose of taking property.
- **Computer Trespass, Tampering, and Misuse:** Intentionally violating a school or Seattle Public Schools' computer system or database
- **Dangerous Weapons:** Carrying a dangerous weapon onto, or possessing a dangerous weapon on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.
- **Disobedience:** Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers and other school staff.
- **Disruptive Conduct:** Flagrantly and substantially interfering with teaching or learning in the classroom, school activities, or extracurricular activities.
- **Distributing Alcoholic Beverages, Illegal Drugs, and Controlled Substances**
- **Distributing Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs**
- **Distributing Marijuana**
- **Extortion, Blackmail, Coercion:** Obtaining money or property by violence or threat of violence, or forcing someone to do something against his or her will by force or threat of violence
- **False Alarm:** Activating a fire alarm or calling 911 for other than the intended purpose of the alarm
- **False Reporting:** Knowingly reporting or maliciously falsely reporting misbehavior of others that did not occur; includes false malicious rumors.
- **False Threats:** Falsely reporting any type of bomb or person with a firearm in any school building or school grounds, transportation, school-sponsored function
- **Fighting:** Engaging in or provoking physical contact involving anger or hostility; including watching a fight without stopping it, or encouraging others to fight
- **Firearms: Mandatory One-Year Expulsion** – Carrying a firearm onto, or possessing a firearm on, school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities
- **Fireworks, Explosives, Chemicals, and Incendiary Devices:** Carrying an uncommon firework, explosive, chemical, or incendiary device onto, or possessing any of the foregoing on, school property, school-



provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

- **Gambling:** Playing cards, dice, or games of chance for money or other things of value.
- **Gang/Hate Group Activity:** Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on school grounds or during school activities.
- **Graffiti:** Knowingly writing, painting, drawing, scratching, or otherwise marking any inscription, figure, or mark of any type of any District-owned or staff property, unless the student has obtained the express permission of a school official or the staff person.
- **Hazing:** Initiating students into a school, group, grade level, or office through unsafe or illegal behaviors that cause, or are likely to cause, physical injury.
- **Inappropriate Language:** Using words that are hurtful, harmful, demeaning, offensive, or embarrassing, including words that are crude, vulgar, and name-calling
- **Inappropriate Sexual Conduct:** Engaging in inappropriate sexualized conduct that is not conducive to the learning environment of a school.
- **Inappropriate Touching:** Engaging in unwanted or inappropriate touching of the private parts of another
- **Interference with School Authorities:** Interfering with the discharge of the official duties of District staff by: using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person; disobeying the orders of school officials to leave school property or disperse as instructed; heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school district such that it interferes with their ability to maintain order or complete their lawful duties, including use of foul language and use of any electronic means that has the purpose of embarrassing, denigrating, or demeaning school staff; or hindering the investigation of an incident by school staff by deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.
- **Intimidation of School Authorities:** Interfering, or attempting to interfere, with the discharge of the official duties of District personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger.
- **Lewd Conduct:** Engaging in inappropriate sexual acts, either singly or consensually with another person, including sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism
- **Malicious Harassment:** Maliciously and intentionally committing one of the following acts because of a perception of that person's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification, or mental, physical, or sensory handicap: Causing physical injury to the victim or another person, or causing physical damage to or destruction of the property of the victim or another person, or threatening a specific person or group of persons such that the persons, or members of the specific group of persons are in reasonable fear of harm to them
- **Malicious Property Damage:** Intentionally causing damage to any school property, staff property, or school buses. Also, writing, painting, drawing, or otherwise marking graffiti on any school property, staff property, or school bus that is so extensive that the cost of removing it exceeds \$100
- **Misrepresentation:** Forging a parent/guardian's, or any other person's signatures on any letter to the school or on any school document. Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books; impersonating another person on the phone.
- **Misuse of Computers:** Inappropriately using or tampering with school computers

- **Other Exceptional Misconduct:** Engaging in any other activity that would constitute a felony, gross misdemeanor, or misdemeanor under city, state, or federal law
- **Plagiarism:** Cheating or copying the work of other persons or turning in another person's papers, projects, computer programs, etc., as your own.
- **Possessing or Using Alcoholic Beverages:** Possessing, using or being under the influence of alcohol, including any beverage with alcohol content
- **Possessing or Using Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs:** Possessing, using or being under the influence of illegal drugs, controlled substances, prescription or over-the-counter drugs, and/or paraphernalia
- **Possessing or Using Marijuana:** Possessing, using or being under the influence of marijuana including edible products, vaporizing concentrates; paraphernalia such as pipes, vape devices with marijuana substances
- **Possession of Stolen Property:** Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property
- **Robbery:** Taking another's property by force or threat of force.
- **Rule-breaking:** Repeatedly breaking a specific, published school rule. This includes breaking school bus rules
- **Selling Alcoholic Beverages:** Selling, or intending to sell, alcoholic beverages, including any beverage with alcohol content
- **Selling Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs-Selling,** or intending to sell illegal drugs, controlled substances, prescription or over-the-counter drugs and/or paraphernalia.
- **Sexual Assault:** Sexually assaulting or taking indecent liberties with another person (includes "panting" behavior by other than elementary-age students).
- **Sexual Harassment:** Deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the person is uncomfortable, intimidated, or threatened by the behavior.
- **Sexual harassment** is a type of harassment and occurs when the types of verbal and physical conduct described above are sexual in nature. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed. Sexual harassment exists when: (1) submission to the conduct is, either explicitly or implicitly, a term or condition of employment or educational opportunity; or (2) submission to or rejection of the conduct is used as the basis of an employment or school-related decision affecting such individual; or (3) the conduct unreasonably interferes with the individual's job or educational performance or creates an environment that is intimidating, hostile or offensive.
- **Small Folding Knives:** Carrying onto or possessing a small folding knife with a blade length of 2 ½ inches or less and with a blade width ½ inch or less on school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities
- **Theft:** Stealing school district property or the property of a staff member, student, or school visitor.
- **Threats of Violence:** Communicating credible, focused threats of violence or harm to an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life, safety, or property is in danger, or which cause a listener to believe that another person's life, safety, or property is in danger.
- **Toy Guns and Toy Weapons:** Possessing a toy gun or other toy weapon not appearing to be a real gun or weapon; or appearing to be a real gun or weapon, but not used or displayed with malice

- **Toys used as Weapons:** Possessing and using with malice (in a threatening manner) objects that appear to be capable of causing bodily harm such that a person believes his or her safety is in danger, including toys that appear to be weapons regardless of size
- **Trespass:** Entering or remaining unlawfully in a school building or on any part of school grounds or school property for any purpose excluding theft of property
- **Using or Possessing Tobacco Products:** Using or possessing any tobacco products by any students in or on public school property, on school buses, and at school-sponsored activities.

## Harassment, Bullying, and Intimidation McClure Middle School and Seattle School District Policy & Guidelines

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

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

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

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

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

**False Reports:** It is a violation of this policy to knowingly report false allegations of harassment. Persons

found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

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

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

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

## How to Counter Offensive Language

We do not tolerate harmful and oppressive language or actions regarding, but not limited to, ableism, body-shaming, homophobia, racism, sexism, transphobia, and xenophobia.

- **ableism:** making comments or acting in a way that dehumanizes people with disabilities
- **homophobia:** negative attitudes, feelings, or hatred of gay, lesbian, bisexual, or queer people and communities
- **sexism:** prejudice or discrimination based on a person's sex or gender
- **transphobia:** expecting everyone to be the gender they were assigned at birth (cisgender); negative attitudes toward trans, agender, non-binary, gender non-conforming, and intersex people
- **xenophobia:** fear of others; dislike of or prejudice against people based on their country of origin, religion, culture, or ethnicity

**Interrupt:** Speak up against every oppressive remark – every time, in the moment, when safe. Think about what you will say ahead of time, so you are prepared to act.

- “That offends me.”
- “That is hurtful.”
- “It’s not a joke unless everyone can laugh.”
- “There is nothing funny about an oppressive comment.”

**Question:** Ask simple questions in response to offensive remarks to find out why the speaker made the comment and how you can best address the situation.

- “What do you mean by that?”
- “Why would you say something like that?”

**Educate:** Explain why a word or phrase is offensive. Encourage the person to choose a different expression. Sometimes people do not know the impact of their words. We are always learning!

- “Do you know the history of that word?”
- “Here is some background about that word...”

**Echo:** When someone else speaks up against oppressive language, thank them and repeat their anti-bias message. One person's voice is a powerful start. Many voices together create change.

- “Thanks for speaking up!”
- “I agree that word is hurtful and should not be used.”

# Citizenship Rubric

**Directions:** Reflect and assess your citizenship in class by determining the frequency that you do the following:

## Productivity

| Task   | A            | B       | C         | D      |
|--|--------------|---------|-----------|--------|
| <u>starts</u> the <b>Do Now</b> task immediately, without reminders            | consistently | usually | sometimes | rarely |
| is <u>focused</u> on the task.   | consistently | usually | sometimes | rarely |
| <u>completes</u> formative and summative work and turns in <b>work on time</b> | consistently | usually | sometimes | rarely |

## Respect

| Task   | A            | B       | C         | D      |
|--|--------------|---------|-----------|--------|
| <u>interacts</u> with peers and adults <b>respectfully</b> | consistently | usually | sometimes | rarely |
| <u>shows respect</u> to guest teachers                     | consistently | usually | sometimes | rarely |

## Dependability

| Task  | A            | B       | C         | D      |
|---|--------------|---------|-----------|--------|
| <u>prepared</u> for class with necessary materials. | consistently | usually | sometimes | rarely |
| all in class work is <u>organized</u> and current   | consistently | usually | sometimes | rarely |

Overall, I think I earned a(n) \_\_\_\_\_.

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

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

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

# McClure Reading Log Guidelines

All McClure students are expected to:

- Read 30 minutes daily.
- Bring their current reading book or e-reader to class daily
- Challenge themselves in their reading by trying new genres, practicing new vocabulary, and reading 4-6 non-fiction books this year.
- Keep and maintain their reading log and daily planner expectations.
- Be prepared for check-ins and conferences with reading log, planner, and reflection sheet.

## Library Link

As a Seattle Public Schools student, you automatically have access to all the online resources of Seattle Public Library. This gives you access to free e-books, audiobooks, online graphic novels, movies/TV, news/research sites, and more.

## Barcode

Your 7-digit student ID number fills in the blank spaces after 990000. You can find your student ID number on the Source or on your student ID card.

|   |   |   |   |   |   |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|
| 9 | 9 | 0 | 0 | 0 | 0 |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|

## PIN/password

Your PIN/password is the month and date of your birthday, written as a 4-digit number: 2 digits for the month, then 2 digits for the date. Do not include the year.

### Example:

April 3 = 0403

|   |   |   |   |
|---|---|---|---|
| 0 | 4 | 0 | 3 |
|---|---|---|---|

M M D D

## Example Reading Log

| # | Title of Book     | Author       | Genre  | New or Re-read? | Start   | Finish  |
|---|-------------------|--------------|--------|-----------------|---------|---------|
| 1 | Kindred           | O. Butler    | SF/HF  | R               | 9/2/22  | 9/13/22 |
| 2 | The Reason I Jump | N. Higashida | NF/Bio | N               | 9/10/22 | *       |

**\*Note:** The “Finish” space is left blank until book is complete. If you lose interest in a book, that is OKAY! Mark the “Finish” space for that book with DNC (Did Not Complete)

### Genres to Know and Abbreviation Key

**Realistic Fiction (RF):** stories that could have occurred to people or animals in a believable setting. These stories resemble real life, and fictional characters within these stories react similarly to real people.

**Fantasy (Fan):** contains unrealistic settings, or magic, often set in a medieval universe, or possibly involving mythical beings or supernatural forms as a primary element of the plot, theme, or setting.

**Historical Fiction (HF):** a made up story set in the past and sometimes borrows true characteristics of the time period in which it is set.

**Science Fiction (SF):** based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets.

**Short Stories (SS):** a story with a fully developed theme but significantly shorter and less elaborate than a novel.

**Dystopian (Dys):** an imagined state or society where there is great suffering or injustice.

**Mystery (Mys):** stories focus on a puzzling crime, situation, or circumstance that needs to be solved.

**Horror (Hr):** fiction whose purpose is to create feelings of fear, dread, repulsion, and terror in the audience

**Graphic Novel (GN):** a novel in comic-strip format.

**Manga (MN):** a style of Japanese comic books and graphic novels.

**Webtoons (WT):** an animated cartoon or series of comic strips published online.

**Biography (Bio):** an account of someone's life written by someone else.

**Memoir (Mem):** an autobiography or a written account of one's memory of certain events or people.

**Non-Fiction (NF):** prose writing that is based on facts, real events, and real people, such as biography or history.

**Audio Book (Aud):** a recording of a reading of a book, typically a novel.





### 1st Quarter: McClure Mavericks Reading Log

| #  | Title of Book | Author | Genre | New or Re-read? | Start | Finish |
|----|---------------|--------|-------|-----------------|-------|--------|
| 1  |               |        |       |                 |       |        |
| 2  |               |        |       |                 |       |        |
| 3  |               |        |       |                 |       |        |
| 4  |               |        |       |                 |       |        |
| 5  |               |        |       |                 |       |        |
| 6  |               |        |       |                 |       |        |
| 7  |               |        |       |                 |       |        |
| 8  |               |        |       |                 |       |        |
| 9  |               |        |       |                 |       |        |
| 10 |               |        |       |                 |       |        |
| 11 |               |        |       |                 |       |        |
| 12 |               |        |       |                 |       |        |
| 13 |               |        |       |                 |       |        |
| 14 |               |        |       |                 |       |        |
| 15 |               |        |       |                 |       |        |
| 16 |               |        |       |                 |       |        |
| 17 |               |        |       |                 |       |        |
| 18 |               |        |       |                 |       |        |
| 19 |               |        |       |                 |       |        |
| 20 |               |        |       |                 |       |        |
| 21 |               |        |       |                 |       |        |
| 22 |               |        |       |                 |       |        |
| 23 |               |        |       |                 |       |        |
| 24 |               |        |       |                 |       |        |
| 25 |               |        |       |                 |       |        |
| 26 |               |        |       |                 |       |        |
| 27 |               |        |       |                 |       |        |
| 28 |               |        |       |                 |       |        |
| 29 |               |        |       |                 |       |        |
| 30 |               |        |       |                 |       |        |

## 2nd Quarter: McClure Mavericks Reading Log

| #  | Title of Book | Author | Genre | New or Re-read? | Start | Finish |
|----|---------------|--------|-------|-----------------|-------|--------|
| 1  |               |        |       |                 |       |        |
| 2  |               |        |       |                 |       |        |
| 3  |               |        |       |                 |       |        |
| 4  |               |        |       |                 |       |        |
| 5  |               |        |       |                 |       |        |
| 6  |               |        |       |                 |       |        |
| 7  |               |        |       |                 |       |        |
| 8  |               |        |       |                 |       |        |
| 9  |               |        |       |                 |       |        |
| 10 |               |        |       |                 |       |        |
| 11 |               |        |       |                 |       |        |
| 12 |               |        |       |                 |       |        |
| 13 |               |        |       |                 |       |        |
| 14 |               |        |       |                 |       |        |
| 15 |               |        |       |                 |       |        |
| 16 |               |        |       |                 |       |        |
| 17 |               |        |       |                 |       |        |
| 18 |               |        |       |                 |       |        |
| 19 |               |        |       |                 |       |        |
| 20 |               |        |       |                 |       |        |
| 21 |               |        |       |                 |       |        |
| 22 |               |        |       |                 |       |        |
| 23 |               |        |       |                 |       |        |
| 24 |               |        |       |                 |       |        |
| 25 |               |        |       |                 |       |        |
| 26 |               |        |       |                 |       |        |
| 27 |               |        |       |                 |       |        |
| 28 |               |        |       |                 |       |        |
| 29 |               |        |       |                 |       |        |
| 30 |               |        |       |                 |       |        |

### 3rd Quarter: McClure Mavericks Reading Log

| #  | Title of Book | Author | Genre | New or Re-read? | Start | Finish |
|----|---------------|--------|-------|-----------------|-------|--------|
| 1  |               |        |       |                 |       |        |
| 2  |               |        |       |                 |       |        |
| 3  |               |        |       |                 |       |        |
| 4  |               |        |       |                 |       |        |
| 5  |               |        |       |                 |       |        |
| 6  |               |        |       |                 |       |        |
| 7  |               |        |       |                 |       |        |
| 8  |               |        |       |                 |       |        |
| 9  |               |        |       |                 |       |        |
| 10 |               |        |       |                 |       |        |
| 11 |               |        |       |                 |       |        |
| 12 |               |        |       |                 |       |        |
| 13 |               |        |       |                 |       |        |
| 14 |               |        |       |                 |       |        |
| 15 |               |        |       |                 |       |        |
| 16 |               |        |       |                 |       |        |
| 17 |               |        |       |                 |       |        |
| 18 |               |        |       |                 |       |        |
| 19 |               |        |       |                 |       |        |
| 20 |               |        |       |                 |       |        |
| 21 |               |        |       |                 |       |        |
| 22 |               |        |       |                 |       |        |
| 23 |               |        |       |                 |       |        |
| 24 |               |        |       |                 |       |        |
| 25 |               |        |       |                 |       |        |
| 26 |               |        |       |                 |       |        |
| 27 |               |        |       |                 |       |        |
| 28 |               |        |       |                 |       |        |
| 29 |               |        |       |                 |       |        |
| 30 |               |        |       |                 |       |        |

### 4th Quarter: McClure Mavericks Reading Log

| #  | Title of Book | Author | Genre | New or Re-read? | Start | Finish |
|----|---------------|--------|-------|-----------------|-------|--------|
| 1  |               |        |       |                 |       |        |
| 2  |               |        |       |                 |       |        |
| 3  |               |        |       |                 |       |        |
| 4  |               |        |       |                 |       |        |
| 5  |               |        |       |                 |       |        |
| 6  |               |        |       |                 |       |        |
| 7  |               |        |       |                 |       |        |
| 8  |               |        |       |                 |       |        |
| 9  |               |        |       |                 |       |        |
| 10 |               |        |       |                 |       |        |
| 11 |               |        |       |                 |       |        |
| 12 |               |        |       |                 |       |        |
| 13 |               |        |       |                 |       |        |
| 14 |               |        |       |                 |       |        |
| 15 |               |        |       |                 |       |        |
| 16 |               |        |       |                 |       |        |
| 17 |               |        |       |                 |       |        |
| 18 |               |        |       |                 |       |        |
| 19 |               |        |       |                 |       |        |
| 20 |               |        |       |                 |       |        |
| 21 |               |        |       |                 |       |        |
| 22 |               |        |       |                 |       |        |
| 23 |               |        |       |                 |       |        |
| 24 |               |        |       |                 |       |        |
| 25 |               |        |       |                 |       |        |
| 26 |               |        |       |                 |       |        |
| 27 |               |        |       |                 |       |        |
| 28 |               |        |       |                 |       |        |
| 29 |               |        |       |                 |       |        |
| 30 |               |        |       |                 |       |        |

# Student Laptop Information and Expectations

## General Student Expectations for laptop use at home

- Laptop should only be used for school-related activities.
  - Do not download personal programs or games to this laptop.
- Do not loan your laptop/charger to anyone. It should always stay in your home.
- Do not change the appearance of the laptop.
  - Do not remove district labels. Do not add personal stickers.
  - Do not cover any vents
- Use common sense! Do not eat, drink, leave laptop on floor, etc. Laptops are fragile! Protect this laptop from harm!

## Laptop Data/Safety

- Laptops are set up to be able to connect with the SPS district OneDrive.
  - Do NOT change any settings.
- Only use school appropriate sites when surfing the web.
  - Seattle Public Schools can monitor and record web searches.
- Cyber-bullying
  - Please report ALL incidents of cyber-bullying if you see it or experience it.

## Problems – do NOT attempt to repair the laptop yourself.

- Report ALL laptop issues immediately by calling 206-252-0100
  - Damage
  - Unable to connect to internet
  - School programs not working.
  - Lost device

## Simple Fixes to try at home if your laptop isn't working well

- Restart!
  - Restart the laptop at least once a week for best performance.
- Don't install any personal software.

## Devices

- USB headphones are recommended.
  - If the sound jack breaks you are out of luck. Seattle Public Schools will not fix it.
- Use only the district provided charger
- Networked home printers will not work, use a USB connected printer

**Any Questions, repairs, lost or stolen devices please call: 206-252-0100**

# Hall Passes

| Date  | Time | Location | Initials |
|-------|------|----------|----------|
| 9/6   |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 9/11  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 9/18  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 9/25  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 10/2  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 10/10 |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 10/16 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |

| Date  | Time | Location | Initials |
|-------|------|----------|----------|
| 10/23 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 10/30 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 11/6  |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 11/13 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 11/20 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 11/27 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |

# Hall Passes

| Date  | Time | Location | Initials |
|-------|------|----------|----------|
| 12/4  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 12/11 |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 1/2   |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 1/8   |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 1/16  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
| 1/22  |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |
|       |      |          |          |

| Date | Time | Location | Initials |
|------|------|----------|----------|
| 1/29 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 2/5  |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 2/12 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 2/26 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 3/4  |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 3/11 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |



# Hall Passes

| Date | Time | Location | Initials |
|------|------|----------|----------|
| 3/18 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 3/25 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 4/1  |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 4/15 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 4/22 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 4/29 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 5/6  |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |

| Date | Time | Location | Initials |
|------|------|----------|----------|
| 5/13 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 5/20 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 5/28 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 6/3  |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 6/10 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |
| 6/17 |      |          |          |
|      |      |          |          |
|      |      |          |          |
|      |      |          |          |