



2020 - 2021  
STUDENT HANDBOOK

337 East River Drive  
East Hartford, CT 06108

“Home of the Hurricanes”

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## TWO RIVERS MAGNET MIDDLE SCHOOL

August 31, 2020

Dear Student:

Your Two Rivers Magnet Middle School handbook plays an important role in your success at school. It will help you to organize your year as well as become informed about important school rules, policies and opportunities.

We feel strongly at Two Rivers that you are old enough to take responsibility for writing down and completing all of your assignments in the "Assignment Section". Your teachers, working together with your parents, will help you in becoming an organized and responsible school citizen.

**It is essential that you have your planner with you at all times and kept in good shape, with all pages intact.**

Your planner is to be used as your pass during the school day, AM homeroom and at dismissal. Failure to maintain your planner will inhibit your ability to move around the building. Your planner is also used to track academic Mindset goals and other goals/reminders that teachers have for you.

Commented [LJ1]: Re-worded this paragraph

Dear Parents:

Communication between school and home is an important responsibility that we share. This student plan book is one attempt at meeting this goal of ours. We ask that you review this plan book with your child not only at the beginning of this school year, but also regularly throughout the year. Approaching the use of this plan book conscientiously will provide you and your child with a daily update of assignments and the current Mindset areas they are working on. We encourage you to support us and your child in this endeavor.

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Please sign, detach this form and return to your child's homeroom teacher.

My child \_\_\_\_\_ and I reviewed the student plan book for the 2020-2021 school year, with particular attention on the following Mindset, Standards Based Grading, Climate and Culture pages.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Student

## TWO RIVERS VISION STATEMENT

### Who we are...

We embrace the interdependence of our communities and our environment on the banks of the Connecticut and Hockanum Rivers. In this living laboratory, we investigate and explore our world with a sense of wonder, a passion for inquiry, and a vision of the future. The state -of-the-art facility and innovative use of time supports our work by providing us with the necessary resources to collect and analyze data, collaborate together, and justify our findings in a conscientious manner.

**Mission:** Two Rivers Magnet Schools are dynamic and diverse science and technology-based learning communities, centered within an environmental theme. Students are inspired and prepared to meet the challenges of the 21<sup>st</sup> century through a robust academic program where collaboration, innovation, and critical thinking skills ensure that our students will be college and career ready.

**Vision:** Two Rivers Magnet Middle School celebrates Growth, Independence, Forward-Thinking, and a Supportive climate (G.I.F.T.S) in the overall development and well-being of our students.

### **Beliefs:**

- ✓ We believe that our science, technology, and environmental themes are key components to developing 21st century learners who are college and career ready.
- ✓ We believe a diverse school community enriches learning and promotes respect for and appreciation of differences.
- ✓ We believe in instilling a sense of personal integrity, the foundation of a successful school community.
- ✓ We believe in cultivating environmentally conscious students, citizens, and future leaders.
- ✓ We believe success is dependent upon partnerships among students, staff, families, and the community.
- ✓ We believe in an educational community where everyone chooses to bring energy, passion, and a positive attitude.
- ✓ We believe in an education tailored to meet the individual needs of each student.
- ✓ We believe fostering teacher growth and effectiveness is directly linked to student achievement.

## CREC's GUIDING BELIEFS

### Statement of Diversity and Inclusion

*"Capitol Region Education Council (CREC) Magnet Schools is an intentionally diverse social justice organization whose members work to acknowledge, respect, and empathize with people of all different identifiers, such as race, socioeconomic status, gender identity and expression, education, age, ability, ethnicity, culture, sexual orientation, language, nationality, and religion.*

*In accordance with CREC's mission of equity, excellence, and success for all through high-quality educational services, our staff and students commit to participate in and support ongoing equity and inclusion programming through curricular and co-curricular offerings, professional learning, and local and national partnerships. Moreover, CREC Magnet Schools staff and students strive to understand and confronts the symptoms and causes of systematic oppression – ranging from implicit biases to micro aggressions to discriminatory policies, practices, and traditions – that benefit privileged groups.*

*While at CREC Magnet Schools, staff and students commit to affirm and honor the lived experiences of others, to willingly challenge inherited beliefs and ideologies, and consequently learn, grown, and serve."*

**CREC would like to thank the Taft School for inspiring some of the language used in this statement.**

### Mission

Equity, excellence, and success for all, through a high quality, theme-based education.

### Vision

CREC Schools will work with families to ensure success for all students. We will eliminate opportunity gaps; provide rigorous, relevant, and engaging instruction; and guarantee schools where students feel connected, achieve their goals, and are empowered to positively impact the world in which they live.

### Core Values

Expect Excellence  
Act with Courage Demand  
Equity Embrace Collaboration

### District Goals

- ✓ Goal 1: Inspire all students to achieve at high levels through an innovative, student centered approach to teaching and learning that prioritizes the mastery of core content and the development of essential skills for deeper learning.
- ✓ Goal 2: Mobilize a positive, collaborative, and productive culture where students are at the center of their learning.
- ✓ Goal 3: Engage families and the community as active partners in the education of our students.
- ✓ Goal 4: Maximize professional capital and cultivate innovation by supporting and empowering a diverse group of talented educators.

## TWO RIVERS MAGNET MIDDLE SCHOOL

### EQUAL OPPORTUNITY

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Regina Terrell is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

### ACADEMIC TEAMS

At Two Rivers, both teachers and students are divided into “teams” at each grade level. Each team consists of five teachers and approximately one hundred ten students. Math, English Language Arts, Science, and Social Studies make up the core curriculum which is enriched and integrated with the Encore Program. Encore subject areas include World Language; Instrumental Music; Choral Music; Physical Education; Art; Exploratory Sciences; STEM classes and Technology Education.

Two Rivers teams will present students with specific organization systems for binders, folders, and related school materials. This organizational system will be used among all teams and adapted for each grade level’s specific needs.

Guidance Counselors follow the progress of each student closely, help students develop important life skills, and explore their learning styles and career interests. Additional services supports include: Math Intervention and Literacy Intervention classes which are designed to enhance student understanding in reading, writing, and math. Special Education Teachers, the School Nurse, the School Social Worker, the Family and Community Engagement Specialist, Paraprofessionals and Technology Consultants also provide specific supports to enhance student learning.

### ACADEMICS – Grade Level Standards

#### Grading System

We are a Standards Based Grading (SGB) school and will be reporting students’ performance on grade level standards on a continuing basis throughout the school year. Parents will be provided four Report Cards over the course of the school year. Performance levels on these Report Cards are the most recent assessment of a student’s performance. A student’s performance do not reset after each quarter, as they do in a traditional grading system. The scores are continually reassessed and can be further improved upon or enhanced. Students should not be expected to achieve grade level performance on any standards until the latter part of the school year as standards are written in terminology to reflect an entire year of learning. A student’s level of performance will/can be assessed using any or all of the following: daily work, class participation, homework assignments, projects, tests, quizzes, group work, and/or teacher observation. Teachers will explain the specific standards, skills, and content they teach to students and parents as well as the rubric utilized to assess a student’s level of performance for grade level standards.

**Important:** Your child’s effort or behavior will not be directly reported on these Report Cards/Progress reports. While those factors could impact your child’s pursuit of mastery, these reports will reflect your child’s current level of mastery for the standards taught in each class. Academic Mindset (Preparedness, Active

Learning, Academic Effort, and Conduct) will be reported more frequently to parents. **Please** *refer to the Report Cards/Mindset section for more information.*

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Report Cards/Mindset Reports

In an effort to keep your parents informed of your academic performance, interim reports are issued halfway through each quarter.

Report Card	Mindset Reports Issued		
Q1 – 8/28 – 10/30	Cycle 1 – 9/25	Cycle 5 – 2/3	Cycle 9 – 6/7
Q2 – 11/2 – 1/21	Cycle 2 – 10/23	Cycle 6 – 3/5	
Q3 – 1/22– 3/29	Cycle 3 – 11/30	Cycle 7 – 4/6	
Q4 – 3/30 – 6/9	Cycle 4 – 1/5	Cycle 8 – 5/10	

Academic Grade Level Standards Reporting (Report Cards)

GRADE LEVEL STANDARD MASTERY PROGRESSION*	
Above Standard	In addition to the“ at standard” criteria, the student connects and applies standards in advanced, creative
At Standard	The student consistently and independently demonstrates mastery of the standards
Near Standard	Student is developing toward independence and consistency in meeting standards. Skills are not yet mastered
Below Standard	Student needs continued support and assistance Student demonstrates minimal or no understanding of the standard
No Evidence	The student does not meet the competency requirements.
*ALL CLASSES ARE ROOTED IN THE SKILLS AND CONTENT TAUGHT IN THAT SPECIFIC CLASS. STUDENTS ARE CONSTANTLY BEING ASSESSED BY TEACHERS.	

ACADEMIC MINDSET

Academic Mindset

Students at Two Rivers, in addition to quarterly academic report cards, are also scored by both themselves and their teachers in 4 areas: Class Preparedness, Active Learning, Academic Effort, and Conduct. At Two Rivers, we believe we are creating the students and the leaders of tomorrow and make every effort to provide families with the “Whole Child” view. Students at Two Rivers will receive two types of reports, a Report Card (section above) and an Academic Mindset report. As a student at Two Rivers we want to provide parents with both views separately. Each of the above 4 areas (Preparedness, Active Learning, Academic Effort, and Conduct) are assessed in every class. **This score will be generated outside of and regardless of academic success.** Your child’s overall level will be reassessed every 18 school days and reported to students and families. Please refer to the Rubrics below for more information.

<b>Academic Mindset – Class Preparedness</b>		
Level 4	For class your student is prepared for learning when they:	- Arriving to class promptly, sitting down and preparing for the lesson - Independently beginning “Do Now” or initiation - Having your materials present and organized
Level 3		- Arriving to class on time and being in their seat when the bell rings. - Having all of your class materials with you in class
Level 2		- Arriving to class on time and sitting down before class begins. - Having all materials in school, though not necessarily with them.
Level 1	For class your child is not prepared for learning if they:	- Arrive late to class without a pass. - Are missing required materials and do not have with them in school.
<b>Academic Mindset – Active Learning</b>		
Level 4	During class your child <b>ALWAYS</b> is engaged in class:	- Showing initiation - Being on task - Participating in class - Requiring no academic redirections
Level 3	During class your child is <b>Consistently</b> engaged in class:	- Showing Initiation - Being on-task - Participating in class
Level 2	During class your child is <b>Mostly</b> engaged/ <b>Sometimes</b> not engaged:	- Showing initiation - Being on-task - Participating in class
Level 1	During class your child is <b>Rarely</b> Engaged in class:	- Initiation - Being on-task - Participating in class
<b>Academic Mindset – Academic Effort</b>		
Level 4	During class your child demonstrated effort through:	- Visible effort and persevering through tasks with a high degree of independence
Level 3	During class your child demonstrated effort and persevered through tasks by:	- Following directions - Implementing feedback - Completing work assigned to them - Submitting work, if applicable
Level 2	During class your child’s effort:	-Requires prompting in order to meet academic expectations AND/OR -Requires prompting to persevere through classroom tasks
Level 1	During class your child’s lack of effort:	-Results in your child not meeting academic expectations for class
<b>Academic Mindset - Conduct</b>		
Level 4	During class your child:	- Demonstrates appropriate class behavior (see Level 3) AND - Respectfully advocates for a positive learning environment
Level 3	During class your child demonstrates appropriate class behavior by:	- Working without distraction - Using appropriate voice volume - Demonstrating respect to peers and teachers - Responding appropriately to redirection
Level 2	During class your child:	- Requires frequent redirections to demonstrates appropriate class
Level 1	During class your child:	- Needs multiple and consistent redirection for behavior - May not respond appropriately to redirection

### Teacher Conferences

Please be on the lookout in the Weekly Newsletter sent from Ms. Wnuk for details regarding signing up for teacher conferences. This is done through an on line website that allows parents to choose their timeslot. No paper notification will be sent home regarding these.

**November 18 – 19**

**March 17 - 18**

## ARRIVAL AND DISMISSAL PROCEDURES

### Arrival

The doors to the school will be open at 7:20 a.m. at which time there will be adult supervision. Students being dropped off should not arrive before 7:00 a.m. Students will wait outside the building until 7:20. If weather is severe, they will be allowed to wait in the cafeteria until 7:20 a.m. Students will be permitted to go to homerooms at 7:30 a.m. Homeroom starts promptly at 7:30 a.m. It is expected that students will be in their homeroom seats prepared for their classes at this time.



### Dismissal

Students are dismissed at 2:15 p.m. If changes in a child's normal dismissal routine are required, notification from the parent/guardian to the receptionist (860-290-5320) is needed **as early as possible**. Due to the lack of adult supervision, students must exit the building promptly at dismissal time unless, of course the student is participating in an after school activity. In the event that a student stays, he/she must be picked-up **promptly** at the conclusion of the afternoon's activity.

## ASBESTOS

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

## ATTENDANCE POLICY AND PROCEDURES

We believe that student attendance is critical. Regular and full attendance is essential to school success. Our policies are guided by the belief that both close in-school monitoring and communication with parents and guardians is essential. Illness and emergencies do happen, but we discourage scheduling family activities or vacations that take the student out of school. Students with excessive absences will have a meeting scheduled with their parents, counselor, and administrator to discuss strategies to improve attendance and possible consequences based on CT State law. **Students who are absent or who leave school early are not allowed to participate in after-school or evening activities that day, including athletics.**

### Reporting Absences

Parents must notify school if a student is absent; this does not mean the absence is unexcused, it means it is reported. Absences due to illness will be coded excused absence when a doctor's note is provided.

Commented [U3]: Clarified; re-worded

Students who plan to be absent for reasons other than those listed above, should seek approval by presenting a note from home to the principal, who will then determine if an absence is excused.

Parents are encouraged to contact guidance counselors and/or the administration with questions regarding attendance at any time during the year.

On the day of any single absence, a phone call from a parent/guardian providing notification of a student's absence is needed (unless previous notification has been made). Lengthier absences will require a note. Documentation from a medical practitioner will be needed in the event of excessive absences. Please call the Two Rivers Attendance Line at **860-290-5320 and press #5** before 8:20AM to report absences. If you need to leave a message, please tell us your name, your child's name, and the reason for the absence. For the caller's convenience, messages can be left in English or Spanish.

Your call to the attendance line is a safety precaution and indicates that you are aware of your child's absence; it eliminates the need for the school to interrupt the parent/guardian at work or home. However, in order to monitor our internal procedures, we will call to confirm your child's absence and the reason. In the interest of safety, we will attempt to reach you if we have not heard from you and your child is not in school.

### Absences Due to Vacations/Social Functions

The administration **strongly disapproves** of absences from school because of family vacations and/or social activities. Parents are urged to schedule vacations during school recesses. When scheduling a family vacation during school time is unavoidable, parents should submit a written request to the principal. **School absences** for reasons others than those listed above (i.e. vacations, social functions, etc.) must have the prior approval of the principal. Students **must** submit a note from home to the

receptionist **two weeks prior** to the day(s) of the absence. The principal will then determine approval or disapproval. Teachers will do their best to provide work, but we cannot guarantee that it will be available. **These days will still be coded as an absence.**

#### **Homework/Make-up Work**

On the second day of an absence or if a parent knows that a child will be out of school for **three** or more days, a parent may request homework. Requests should be made to the guidance office (**860-290-5320 ext. 3150**) and will be available **after 2:25 p.m.** Parents may pick up the homework **twenty-four hours after the request is made** or may ask that it be sent home with another student.

#### **Please Note**

The responsibility for the make-up work rests with the student, not the teacher. Students are responsible for contacting the teachers for missed assignments. If a student is absent due to illness or suspension, the student is expected to make up the homework that was required for that day(s). All make-up assignments should be completed and submitted within five (5) days when the student returns to school.

#### **Early Dismissal**

We discourage parents from making appointments or planning other activities which require that their child leave school early. In the *rare* event that this cannot be avoided, please follow the following procedure:

1. Dismissals from school for important reasons should be requested in writing in advance. If a student is to be dismissed during the school day, a written request, including a phone number for verification from the parent or guardian, should be brought to the receptionist on the morning during homeroom of the day in question. If this is not possible, the parent/guardian **must** call at least **two hours prior** to the early dismissal.
2. Parents/guardians **must** come into the building and sign out their child with the receptionist.
3. Students who are dismissed and return to school the same day must report to the receptionist in order to be readmitted to class.

**Please note:** Students may be required to make up lost class time after school, due to excessive early dismissals.

#### **Tardiness**

You are expected to arrive at school on time and report to your homeroom by 7:30 a.m. **Students who arrive after 8:05 a.m. must report to the office, sign in, and receive a pass to class.** Any student tardy to school must have a parental excuse (either written or verbal) submitted to the main office. Students are allowed two unexcused tardies per marking period, and on the third (and any after that) are given office detention. The final determination as to whether the tardiness is excused will be made by the administration. If tardiness to school becomes habitual, parents will be notified by letter and further disciplinary measures may be instituted.

#### **Connecticut State Law and CREC Policy**

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly.\* Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These laws and regulations are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

A student is considered to be 'in attendance' if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent."(CT State Board of Education). Per guidance provided by the CT State Department of Education in May 2013, students who are tardy are not reportable to SDE as absent.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a

parent/guardian on the sending district provided form to leave school at age 17.

### **Excused Absences**

A student's absence from school shall be considered "excused" if a written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. (Define required documentation.)
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
  1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
  2. Students observance of a religious holiday.
  3. Death in the student's family or other emergency beyond the control of the student's family.
  4. Court appearances which are mandated. (Documentation required)
  5. The lack of transportation that is normally provided by the district other than the one the student attends.
  6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.

### **Other**

1. Per guidance provided by the CT State Department of Education in May 2013, "absences that result from a student not receiving transportation from one school district to attend school in another district must be deemed as an excused absence." (ie: in the case of an inclement weather situation.) No parental note is needed in the circumstance.
2. Per guidance provided by the CT State Department of Education in May 2013, Extraordinary Educational Opportunities may now be considered excused absences if the established criteria are met. Approvals for Extraordinary Educational Opportunities will be submitted by parent/guardian to the CREC Superintendent's office 10 days prior to the trip.

### **Unexcused Absences**

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

- A. The absence meets the definition for an excused absence (see above) or
- B. The absence meets the definition of a disciplinary absence.

### **Afterschool and Loitering**

No student or group of students may use school facilities (participation in afterschool clubs, sports, etc.) without the expressed consent and direct supervision of a faculty member. Students caught after school without a place to go will be subject to disciplinary action up to and including suspension. Students should leave the school building immediately at their dismissal (2:15 – 2:25), unless they are enrolled in an after-school program, activity, or athletics. Any student loitering on school grounds after 2:25 p.m. may be subject to suspension. We are making every effort to ensure our school is safe and secure.

**Students wishing to stay to watch academic or athletic competitions that occur on school grounds can only do so if their parent will be accompanying them or an announcement has been made that spectators are welcome, indicating for that event an adult has been designated to watch students.** Parents: do not drop students off early to school. Students should not be on school grounds before 7:00 a.m., or left unattended after 2:25 p.m. We cannot guarantee your child's safety when there is no security on site.

## BACKPACKS/BAGS

Backpacks and book bags are to be used to and from school only. During the school day, all backpacks and bags are to be kept in lockers for the duration of the school day. Students must place clothes in a small plastic, cloth bag, or string bags for Physical Education.

## BEHAVIOR STANDARDS

The main purpose of our school is to provide an environment where students can learn. Behavior in the classroom or within the building that disrupts or interferes with the teaching/learning process will not be tolerated. Respect for the rights of your fellow students to learn and teachers to teach are the basic measure of good student conduct and self-discipline. Two Rivers Middle School promotes a culture of behavior and respect built upon the Two Rivers Behavioral Expectation.

It is not possible to cover in this handbook all circumstances or events that could lead to the need for discipline; much is left to the judgment of teachers and administrators. As in any orderly society, there are a few basic rules that all students are expected to follow. The school's responsibility extends beyond its doors and each of you are expected to obey school rules, traffic regulations, use common sense, and respect the rights of fellow students and those of homeowners while on the way to and from school, whether on a bus or walking. In order to provide an environment that is safe, healthy and conducive to learning, we expect that you will:

1. Show courtesy and consideration for all.
2. Behave in a manner that is not disruptive to the educational process.
3. Comply with classroom procedures and requirements.
4. Respect and assume responsibility for school and personal property.
5. Maintain honesty and integrity in academic work and in dealing with fellow students and teachers.

### Student Rules

The administration, faculty and staff at Two Rivers are committed to providing each student with an equal opportunity to learn through our commitment to excellence and diversity. Therefore, it is necessary to establish certain rules and guidelines. Most rules are a matter of common sense and we feel that you can abide by them. What constitutes major and minor infractions of school rules is communicated to you through the handbook and class meetings at the beginning of the school year. The local authorities will be contacted and charges pressed for any offenses deemed serious and unlawful.

- ✓ Respect others—students, staff and visitors. Mean, threatening, harassing or bullying behavior will not be tolerated.
- ✓ Respect the property of others. Do not mark on books, walls, desks, lockers, computers, etc.
- ✓ Use property for its intended use. Avoid throwing potentially harmful objects such as writing instruments, wasps, paper clips, snow balls, ice, rocks, etc.
- ✓ Use appropriate language at all times – no profanity or improper language
- ✓ Follow your teachers' Academic Honesty policy
- ✓ Remain on school property unless you have the permission of the office or administration.
- ✓ Always utilize your planner, an office issued pass, or a Gold card whenever leaving your assigned location
- ✓ Store your backpack in your locker until afternoon dismissal
- ✓ **Store all electronic devices in your locker; this includes but is not limited to cell phones, smart watches, and wireless headphones. NO EXCEPTIONS.**
- ✓ Refrain from the use of Social Media for the purpose of disrupting the learning environment.
- ✓ Consume all food in areas designated for food.
- ✓ Ask permission of the administration before buying anything from or selling anything to other students.

**Commented [LJ4]:** Specifically mentioned cell phones, smart watches, wireless headphones

**Commented [LJ5]:** Added social media piece

- ✓ Leave playing cards, dice or any gambling devices, Frisbees, skate boards, roller blades, heellies and other equipment/articles deemed unsuitable for school at home.
- ✓ Refrain from stealing or attempting to steal private or school property by any means including intimidation, threatening or extortion.
- ✓ Refrain from fighting, whether initiating or retaliating. It should be noted that the act of self-defense is recognized only in incidents where a student cannot seek help from a person in authority or perhaps from another student. There is a clear difference between *self-defense* and *retaliation*.
- ✓ Refrain from distribution, dispensing, possession or use of tobacco products.
- ✓ Refrain from the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances.
- ✓ Refrain from the possession or use of weapons (real or fake), fireworks, stink bombs, or disruptive and dangerous devices of any kind on school property.

Please remember that these expectations are in effect for students on school property, on the bus, at the bus stop, or at any school-related or school-sanctioned activity, on or off school property.

Additional behavioral expectations are outlined in the following behavior matrix.

CREC believes that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building strong relationships amongst students and all members of the school community. For students at our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The teacher is the best person to handle classroom discipline. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. In each instance of an office referral, the administration will determine the appropriate consequence.

### **Levels of Discipline**

Our discipline system establishes a culture of expectations and provides a framework under which student behaviors can be identified. Behaviors are classified by varying levels and those responsible for addressing the concern.

- *Minor*: Level one behavior issues are those that occur in the classroom or team areas and are typically resolved by the classroom teacher. These behaviors are those that cause a minor disruption to the educational process. *Consequences for Minor behaviors may range from a conference with the student, lunch detention, team-issued community service, loss of privileges, or restorative practices.* Minor behavior concerns are communicated to parents when they occur.
- *Major - Team*: Level two behavior concerns create a more significant disruption than those identified under the first level. They generally represent behaviors that have become chronic or repeated. Level two behaviors take place in the classroom or common areas and are addressed by the team leader or administrator. All teachers are authorized to remove a student from class when a student deliberately causes a serious disruption of the educational process within the classroom. The student will be sent to the administrative office and a school administrator will be notified. The determination of the level of offense will be made by school administration. *Major – Team behaviors can have consequences that range from a conference with the student to in-school suspension or out-of-school-suspension.*
- *Major - Admin*: Level three behavior concerns are those that create a serious and significant disruption to the educational process. These behavior concerns will be addressed by the grade level administrator. All teachers are authorized to remove a student from class when a student

deliberately causes a serious disruption of the educational process within the classroom. The student will be sent to the administrative office and a school administrator will be notified. The level of the offense will be determined by school administration. *Major - Admin behaviors can have consequences that range from in-school or out-of-school suspension, a recommendation for expulsion and/or arrest.*

#### Definition of Consequences

- "Removal" is defined as an exclusion from a classroom for all or part of class period. All teachers are authorized to remove a student from class when a student deliberately causes a serious disruption of the educational process within the classroom.
- "Detention" means that students will be detained after school by a teacher or administrator for any infractions, unacceptable behavior, or academic issues. Parents will be given 24-hour notice unless other arrangements have been made. Each student must bring sufficient materials and books to study for the entire detention period. **Detention runs from 2:25 to 4:00 p.m. on Monday, Tuesday, Thursday, and Friday 2:25-4:30. TRANSPORTATION IS NOT PROVIDED.** Failure to serve a detention or misconduct during detention will be reported to the school administration for review and / or additional disciplinary action.
- "In-School Suspension" (ISS) is defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school. Classwork is provided and a tutor/ensures that work is completed.
- "Out-of-School Suspension" (OSS) is defined as an exclusion from school privileges for up to ten (10) consecutive school days. Classwork and homework may be picked up by a parent or guardian. Students will be responsible for making up all work missed during the period of suspension.
  - ✓ *Students who receive internal suspension (ISS) are not permitted to participate in after school activities, including dances, socials, sports, and school sponsored or affiliated trips/outings/gatherings, on the day of their suspension(s).*
  - ✓ *Students who receive outside suspension (OSS) must be picked up from school immediately after parent notification and should not be on school property until the end of their suspension. This includes all after school activities such as dances, socials, and school sponsored or affiliated trips, outings, or gatherings.*
- "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed. Expulsion decisions will be made in conjunction with the home school district. Grounds for expulsion are explained in the Board of Education discipline policy of each school district.

### BULLYING

Public Act No. 11-232 defines bullying as: (A) the **repeated** use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a **physical act or gesture** by one or more students repeatedly directed at another student attending school in the same school district, that: (i) Causes **physical or emotional harm** to such student or damage to such student's property, (ii) places such student in **reasonable fear of harm** to himself or herself, or of damage to his or her property, (iii) creates a **hostile environment** at school for such student, (iv) **infringes on the rights** of such student at school, or (v) **substantially disrupts the education process** or the orderly operation of a school.

Public Act No. 11 – 232 clearly indicates that bullying may occur: on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus

stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, as well as outside of the school setting.

Physical acts or gestures, based on any actual or perceived differentiating characteristics, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, gender identity, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics are to be considered under the classification of bullying.

Student and/or their parent may file a written report of conduct they consider bullying. Students may also make an informal complaint of conduct that they consider to be bullying by verbal report to any school employee, who will promptly reduce the complaint to writing and forward it to the Safe School Climate Specialist for review and action. (The District/School needs to place in the student handbook the process by which students may make formal, informal and/or anonymous complaints.) The complaint procedure is also posted on the District's website and the school website.

Students and parents are permitted to make anonymous reports of bullying. Parent written reports and student anonymous reports will be investigated by the Safe School Climate Specialist but no disciplinary action shall be taken solely on the basis of an anonymous report.

The Safe School Climate Specialist is responsible for taking a bullying report and investigating the complaint. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school.

## **BUS TRANSPORTATION**

CREC provides transportation for Two Rivers Magnet Middle School students with the exception of Glastonbury and East Hartford. The expectations are the same regardless of the provider, safety and respect are our primary concerns. Expectations for student behavior on any school bus are consistent with the Two Rivers philosophy and the home school district. Parents will be contacted, via a bus referral form, whenever a behavioral issue is reported to the school administration. This includes minor but *chronic* problems. Every effort will be made to assist the student in problem solving a bus issue. Disciplinary measures may range from a warning/conference with student to bus suspension.

***\*\*\*Students requesting to ride a bus to or from another town may apply for permission by providing a written request from their parent/guardian to the school receptionist twenty-four hours prior to the event. The ultimate decision will rest with the district bus company. Students who do not obtain written permission to ride a different bus will not be allowed to do so.***

The following general safety and behavioral guidelines are provided as a reminder:

### **Leaving for school**

1. Avoid wearing loose clothing or scarves, clothing with long drawstrings, or backpacks with long straps or dangling attachments that might get caught in the bus handrail or door.
2. Stay safe and wait on the sidewalk or curbside, away from the road.
3. Respect the property where you stand and wait for the bus by monitoring your voice level and refraining from littering or horseplay.
4. **Be at the bus stop at least 10 minutes ahead of time.**

### **Boarding the school bus**

1. Board the bus at your assigned stop only, unless you have written permission from the school office to board at a different stop.
2. If you miss the bus, do not flag down or chase after the bus.
3. If you have to cross the road to board the bus, remember:

- ✓ Only cross the road only when the bus driver signals you to do so!
  - ✓ Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face.
  - ✓ After the bus driver signals you to cross the road, check both ways to make sure all cars and trucks have stopped.
4. Always remember—if you can touch the side of the bus you are too close!

#### **While on the school bus**

1. Obey and be respectful to the bus driver, bus monitor, yourself, and others.
2. Stay seated and facing forward until the bus comes to a complete stop at the school or bus stop. If you are not at **your** bus stop, you must ask permission before moving/changing seats.
3. Leave windows closed unless you have permission from the bus driver.
4. Keep hands, all body parts and objects inside the bus.
5. Keep the aisle clear of items such as book bags, your feet, etc.
6. Respect the bus environment. Keep the bus clean by placing all trash in the garbage. ***Note: per bus company policy; food or drinks are not allowed on the bus.***
7. Keep all belongings with you.
8. Keep hands and feet off the other passengers and their belongings.
9. Use appropriate tone, volume and language at all times.
10. When at railroad crossing, there must be silence on the bus.
11. Keep hands off emergency doors, fire extinguishers unless instructed by an adult.
12. Bring only objects related to school on the bus. Keep toys, games, sports equipment etc at home.
13. Keep electronics turned off and in backpacks. ***Per bus company policy, speakers are not allowed on the bus as it poses a distraction to the driver.***

#### **Arriving at your destination**

1. Get off the bus at your stop only, unless you have a bus pass from the school receptionist to get off at a different stop. **In order to receive a pass to get off at a different stop or ride a different bus, you must bring a written note signed by a parent or guardian to the receptionist for a bus pass at least twenty-four hours ahead of time. As mentioned earlier, the ultimate decision will rest with the district bus company.**
2. Remain seated until the bus has come to a complete stop.
3. If you have to cross the road, remember:
  - ✓ Cross the road only when the bus driver signals you to do so!
  - ✓ Walk 10 or more steps ahead of the bus along the edge of the road until you can see the driver's face. If you can see the driver's eyes—the driver can see you!
4. When all traffic has stopped, the bus driver will signal you to cross the road.
5. After the bus signals you to cross the road, check both ways to make sure that all traffic has stopped. Always remember—if you can touch the side of the bus, you are too close!

#### **Transportation Complaints/Issues**

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place. Any complaints regarding transportation can be submitted online at [www.crec.org/transportation](http://www.crec.org/transportation) or by calling 860-524-4077.



## CELL PHONES/ELECTRONIC DEVICES

**ALL ELECTRONIC DEVICES MUST BE TURNED OFF AND PUT AWAY PRIOR TO ENTERING THE BUILDING.** ALL DEVICES SHOULD BE STORED IN THE STUDENTS LOCKER FOR THE DURATION OF THE SCHOOL DAY. Devices include:

- ✓ cell phones
- ✓ music players
- ✓ video games
- ✓ tablets
- ✓ headphones
- ✓ any hand held devices
- ✓ any device utilizing WIFI
  - smart watches
  - wireless headphones, etc.)

Please note that students are not permitted to use wireless headphones or smart watches during the school day. However, students *may use wired headphones* for academic purposes only.

Two Rivers takes no responsibility for the well-being of these devices. Electronic devices can and will be confiscated and held for a parent to arrange physical acquisition of the item. Confiscated items will be not be given to a student.

Commented [LJ6]: Reworded section; I think these should be spelled out in a list, maybe two columns?

## CHILD ABUSE

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services (DCF). Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, and deprivation of necessities, emotional abuse, cruel punishment or neglect is also considered child abuse.

Commented [LJ7]: Not sure why the text box won't move

## CLOSINGS, DELAYS, AND EARLY DISMISSALS DUE TO WEATHER

On days when inclement weather is causing hazardous road conditions which might clear up before or shortly after buses begin their pickups, there will be a delayed school opening. This means that bus pickups may be delayed and school will begin later than the regular opening. **If you transport your child to school, please do not send him/her to school until a half-hour before the revised start of school.** Dismissal for school will be at the regular time. An early dismissal decision may be prompted by the sudden arrival of a snow or ice storm. In the event of an early closing, students will be dismissed at 10:45 am.

### Cancellations:

- ✓ Two Rivers Magnet Middle School follows the East Hartford Public Schools' policy for school

cancellations. *If East Hartford Public Schools are closed, Two Rivers is closed and no student should report to school.*

- ✓ If Two Rivers is open for the day and your home district is closed, you will not have transportation. Parents are asked to use their discretion in bringing their children to school. If transportation is not available, please call the school and the absence will be excused.

#### **Late Openings:**

##### ***For students who ride CREC Busses:***

- ✓ Two Rivers Magnet Middle School follows the East Hartford Public Schools' policy for school delays. Watch and listen for the CREC Two Rivers 90 minute delay notice on the Television and Radio.
- ✓ If East Hartford has a 90 minute delay and your town does not, you will follow the Two Rivers delay and take your bus 90 minutes later.

***\*\*\*It is important to remember that you will follow the district that has the longest delay.***

##### **FOR STUDENTS WHO RIDE EAST HARTFORD BUSES:**

- ✓ Two Rivers Magnet Middle School follows the East Hartford Public Schools' policy for school delays. Watch and listen for the CREC Two Rivers delay notice on the Television and Radio.

##### **FOR STUDENTS WHO RIDE GLASTONBURY BUSES:**

- ✓ Two Rivers Magnet Middle School follows the East Hartford Public Schools' policy for school delays. Watch and listen for the CREC Two Rivers delay notice on the Television and Radio.
- ✓ If East Hartford has a delay and Glastonbury does not, you should take your bus at the normal time. Two Rivers will provide supervision for bus students only when they arrive from this town.
- ✓ If your town has a delay but East Hartford does not, you should follow the delay in your town and take the bus at the specified delay time (i.e. 90 minutes from the time you would normally take the bus).

##### **Early Dismissal due to Inclement Weather:**

- ✓ Students will leave Two Rivers if early dismissal has been called in the district in which they ride their bus. When early dismissal is called, students will begin leaving Two Rivers by bus starting at 10:45am. Parents always have the option of picking up their child.

Announcements of no school, a delay in the opening of school, or early dismissals will be sent to the numbers on file via School Messenger. They will also be announced on the following radio and television stations: WTIC 1080 AM, WTIC 96.5 FM, WRCH 100.5 FM, and WZMX 93.7 FM and Channel 30 (WVIT), and Channel 3 (WFSB). Please listen and look for Two Rivers Magnet Middle School.

## **CAFETERIA**

### **Two Rivers Food Service**

Two Rivers provides free, nutritious breakfast and lunch program for our students through Sodexo services and East Hartford Public Schools. Students may continue to choose to bring a bag lunch and/or snacks from home if they prefer.

**Breakfast Items:** including hot and cold items such as mini-waffles, muffins, cereal, juice, milk, etc. Breakfast is served between 7:20 a.m. – 7:40 a.m. upon student arrival and before reporting to homeroom.

**Lunch** includes one hot entrée with two to three sides and milk OR individual items (sandwiches, wraps,

salads, etc.) fruit and milk.

**Snacks and Juices are available for purchase.** Individual prices.

***Students may not have food delivered to the school.*** This is in violation of our contract with Sodexo services and East Hartford Public Schools. Any student doing so will have their food order set aside until the end of the school day or it will be discarded. **Cafeteria rules:**

Students should walk quietly to the cafeteria at their scheduled lunchtime and sit at their assigned table. An adult will direct them to a designated line. Once seated, students may only leave their seats with adult permission. **Food or drinks may not from the cafeteria.** If a student does not wish to purchase any food, he/she should remain seated at the table until the lunch period is over.

All students are to follow appropriate behavioral expectations and practice good manners in the cafeteria. Students are expected to maintain their area and clean up after themselves once they have finished eating.

#### **Cafeteria Dismissal Procedures:**

Students are to follow adult directions and leave the cafeteria in a quiet and orderly manner.

**Commented [LJ8]:** Revised section/information

**Commented [LJ9]:** Reworked this section; not sure what the text box is trying to do.

## **COMPUTERS AND INTERNET ACCESS**

Students will receive an orientation to the school laptops in their core classrooms. **Parents and students are required to sign and return the Laptop and Network Usage Agreement as well as an Acceptable Use Policy (AUP) Agreement before receiving their laptop.** Students are responsible for all equipment that they are issued and are expected to take care of this property. This includes the laptop, charging cord, protective case, i-pad/tablet, and/or wired headphones.

Students should report any damage that occurs to their laptop or laptop accessories to their homeroom teacher immediately. Students who purposefully engage in damaging school laptop equipment, the network, and/or the software and intellectual property therein will be subject to disciplinary consequences up to and including suspension and/or referral to the police. In addition, students may be required to pay for any intentional physical damage to school laptops.

**Commented [LJ10]:** Keep as separate paragraph

Students are permitted to use CREC's computer systems for legitimate educational purposes only. Student conduct including, but not limited to, the following is prohibited with respect to use of these computer systems:

- ✓ sending any form of harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime, pursuant to Public Act 95-143, and other laws);
- ✓ gaining or seeking to gain unauthorized access to computer systems
- ✓ damaging computers, computer files, computer systems or computer networks
- ✓ using another person's password or identity under any circumstances
- ✓ trespassing in or tampering with any other person's folders, work or files
- ✓ sending any message that breaches CREC's confidentiality requirements, or the confidentiality of students;
- ✓ sending any copyrighted material over the system.
- ✓ accessing material/content deemed inappropriate for school
- ✓ using Google Drive or other cloud based systems for personal reasons which are not related to curriculum or instruction

In addition, as noted above, if a particular behavior or activity is generally prohibited by law or by CREC Council policy or school rules or regulations, it must not occur in the use of these computer systems. Please note that CREC uses an online filter (known as Gaggle) to continually monitor each students' Google Drive; the online filter is for the safety and protection of our students.

## DRESS CODE

Two Rivers believes in helping students focus on the importance of doing well in school and working hard; our dress code is one important way of establishing this mindset.

All dress code shirts must be purchased from our vendor, Novel Tees. They are located at 81 Tolland Turnpike in Manchester, CT. (860) 643-6008. Students will be fitted by the vendor. **Please follow their recommendations.** Additional School Spirit Wear can be purchased separately in school at various times throughout the year.

**Shirts:** Students are **ALWAYS** required to wear polo shirts with the Two Rivers logo, regardless of any approved outerwear being worn. Two Rivers polo's come in multiple colors from Novel Tees (Black, Red, Royal Blue, and White). Shirts must be clean and worn neatly.

**Pants:** Students are required to wear **loose** fitting khaki material pants. The required pant colors are Khaki, Black or Navy Blue.

- ✓ **All pants may not be denim, jean or sweat pant material.**
- ✓ **Pants may not have a drawstring waist.**
- ✓ **If a student elects to wear "Jogger" style pants, the pants must have a button and belt loops without a drawstring waist.**
- ✓ **Cargo pants and shorts are not allowed.**

Commented [LJ11]: Keep as separate paragraph

**Field Trip Dress Code:** Students are required to wear their TRMMS black polo and khaki pants on ALL field trips.

Skirts are available for students who wear them every day for religious purposes. Students may not switch between pants and skirts.

**Outerwear:** includes Two Rivers' Fleece, Two Rivers' crew neck sweatshirts and any approved School Spirit Wear are all acceptable with approved logo. Students are required to wear a Two Rivers polo underneath any approved outerwear. PLEASE NOTE that additional School Spirit Wear can be purchased separately in school at various times throughout the year.

**Footwear:** Students may only wear sneakers. Boots, Uggs, slippers, sandals, etc, may be worn to and from school, but must be changed prior to the start of homeroom and stored in the students locker for the duration of the school day.

Commented [LJ12]: Expanded this section...

**Jewelry:** All jewelry must be safe and appropriate for school.

**Unacceptable Attire:** includes such items as any non-school approved clothing, jewelry, buttons, or markings which are offensive, suggestive, ripped/torn or indecent. Hats and Bandanas are never allowed in school.

**The decision of whether or not a student's clothing is acceptable for school will made by the Two Rivers Administration.**

Failure to comply with the dress code guidelines is considered to be an insubordinate act and will be treated as such. Administration/Teams can elect to:

- ✓ Send a student to the main office and counseled about the dress code.
- ✓ Give the student a warning and the opportunity to change clothes and/or parent/guardian will be called to bring appropriate clothes.
- ✓ Give a student lunch/after school detention.
- ✓ Place the student in the Transition Center. The student will complete his/her assigned class work there.

- ✓ Repeated violations of dress code will be dealt with in a more serious manner.

When a Two Rivers staff member speaks to a student to correct a dress code violation, the student is expected to comply. Questions regarding interpretation may be discussed at a later time. The decision of whether or not an individual's clothing is acceptable for school will be the decision of the Two Rivers administration. It is hoped that all students will adhere to these guidelines so that the issue of clothing is kept to a minimum.

## **ELECTRONIC INFORMATION RESOURCES ACCESS AGREEMENT**

Electronic information resources include access to the Internet and information contained on any of our local area networks. Two Rivers is committed to the importance of providing our students with access to electronic information as part of the learning process. It is expected that students abide by the policies outlined here. Please note that if the terms of this policy are violated, the student is subject to disciplinary action and may lose network privileges or the laptop itself.

1. Students will use electronic information resources only for educational purposes, and only as those purposes are consistent with the curriculum and educational objectives of CREC.
2. Students will use electronic information resources in a responsible, ethical and legal manner at all times.
3. Students will use electronic information resources only with the permission of the supervising teacher or staff member.
4. Students will be considerate of other electronic information users and their privacy and will use polite and appropriate language at all times while accessing and using these resources.
5. Students will keep any personal information about themselves or anyone else to themselves while using these resources unless approved by the teacher.
6. Students will always keep password and telephone information to themselves. They will only access the electronic information resources using their own password and username.
7. Students will not knowingly tamper or disrupt electronic information resources, services or equipment. This includes tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks, network services, proxy servers, or programs. Students should understand that such activity is irresponsible and in some cases may be considered to be a crime.
8. Students will report all security problems they may find while using the electronic information resources to a teacher or to the school staff who is responsible for the use of the resources.
9. Students will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment.
10. Students should be aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that they may be prosecuted for violating those laws.
11. Students must never use other persons' information as their own. They must always give credit to the original creators of the information they find online.
12. Students will honor all copyright laws and will seek assistance if a question arises.
13. Students are responsible for the care and well-being of any school issued laptop assigned to them; students may receive a consequence (disciplinary or financial reimbursement) for any purposeful damages that occur.

### **A Word about Social Media:**

Social Media is a way to stay connected and communicate with family and friends outside of school for people of a legal age. Parents should be aware of their child's access and usage of various social media

accounts on a consistent and regular basis. Parents should monitor and limit their child’s usage of different social media platforms for appropriate usage, safety and security. Parents and students should also be aware that certain social media platforms require a minimum age to utilize their services. Many times, Middle School students do not meet the age minimum requirement.

**Commented [LJ13]:** New section, should be part of the Electronic Usage policy.

### ENGLISH LANGUAGE LEARNER STUDENTS

For those students for whom English is a second language, all CREC Magnet Schools have a program to assist in the development of speaking skills and literacy in English and in mastering the same academic content required of all other students, e.g. language arts, literature, mathematics, science and social studies. If you believe your child needs assistance with English as a second language, please contact our Guidance Department for more information.

**Commented [LJ14]:** Revised

### FIELD TRIPS

Field trips are carefully planned educational experiences and are part of the curriculum. Transportation to and from the activity must be by a school provided bus. A student must have returned a signed permission slip before attending any field trip. A student will not be allowed on a field trip if they are serving an In-School or Out-Of-School Suspension. A parent may be asked to accompany a student on a field trip if safety could be an issue. Students are reminded that all school rules are in effect during field trips. Students may lose field trip privileges at the discretion of an administrator. **On field trips, students are required to wear their TRMMS black polos, tucked into khaki pants.**

### FIRE/SECURITY DRILLS

Fire drills are serious practice events designed to safely and quickly exit the school building in an organized manner. These practice exercises are required by state and local law. When the alarm signal sounds, students should immediately remain silent and proceed single file under the direction of the teacher out the designated fire exit. Should the alarm sound between classes, students should join an adult led class and leave by the nearest exit. Once outside, students should move a safe distance from the building; then stand silently and wait for further directions from an adult. If students are in the cafeteria, they should exit out the rear doors and proceed to the right toward the open field.

- ✓ Once outside, students should remain in line so that teachers may take attendance. In a real emergency, this will be necessary to insure that everyone has safely left the building. A special signal or “all clear” will be sounded for reentering the building.
- ✓ Students are to remain quiet until they have reentered their classrooms.
- ✓ Students found to be disruptive during fire/security drills may face disciplinary consequences.
- ✓ Fire drills are conducted on a regular basis.
- ✓ Tampering with fire alarms, fire extinguishers, Area of Refuge call boxes and other school fixtures is a serious offense and will result in significant disciplinary consequences and possible police referral.

Security Drills (Lockdown, Shelter in Place) are conducted several times a year. Emergency Lockdown procedures involve moving students to safe or protected areas and locking classrooms. Students should follow all teacher directions and remain calm and quiet during each drill.

## HOMELESS STUDENTS

Under the McKinney Vento Federal Act Homeless students are defined as those lacking a “fixed, regular and adequate nighttime residence”. Students meeting this definition are protected and have the right to maintain their educational placement, are eligible for free school meals and for Title 1A services. If you believe your family meets this definition, please contact the Two Rivers’ Family and Community Engagement Specialist.

## HOMEWORK

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student’s work in school. Each teacher has the responsibility for setting reasonable limits on the requirements for preparation beyond class time. This should be done in cooperation with other teachers. All homework is designed to extend learning experiences and to stimulate pupils to study independently. It is recognized that students work at different rates and with varying degrees of efficiency. These factors are considered when assignments are made. Class time is provided for supervised study to ensure thorough understanding of assignments and efficient work habits. Time at home should be set aside for the completion of assigned homework.

Students at Two Rivers can expect to receive homework/practice work on a regular basis. Each class and grade level may have varied amounts depending on where students are in the academic year.

Certain subjects, such as Math or Language Arts, may assign homework with greater frequency than others due to the nature of the course. *In addition to their core assignments, students are also required to read thirty minutes nightly as well as complete their homework for their Encore classes.*

Homework generally falls into three categories: practice, preparation, and elaboration. The purpose of homework assignments should be clearly stated by the teacher as meeting one of the aforementioned categories.

- Practice assignments are those with which the students are familiar and are intended to reinforce a skill or concept. The students may expect a greater number of examples in order to accomplish this. *It is important for the student to inform the teacher if he/she is unable to perform these tasks.* Both teacher and student should monitor accuracy as it is an indicator for critical misunderstandings of familiar content/processes.
- Preparation tasks are those that equip students for new learning.
- Elaboration assignments are those that require students to expand upon learning following the class and are revisited the following day.

Assignments are expected to be recorded in a student’s planner. Students for many assignments can access, check, and submit their work on Schoology.

Feedback to students will be provided in a timely manner and, as an instructional practice, larger tasks will be broken into smaller components with a timeline for the completion of each task. Teachers will additionally post their homework assignments on an online platform and will communicate with parents as needed when students are missing assignments.

Parents are expected to establish a regular routine at home for homework, including a consistent time and place at which tasks are completed. Parents should check both the student planner and the Schoology page to be sure that assignments are recorded properly. Parents should communicate with teachers regarding any

questions concerning homework or assignments.

### LAPTOP USE RULES

The use of a laptop computer is a privilege enjoyed by Two Rivers' students. Students are expected to use the laptop equipment in a responsible and reliable manner. They are held accountable for any damage to the machines. The laptops at Two Rivers are to be used for class work. They are not for personal use. The following rules were designed by students and teachers to help ensure the computers are used properly. Failure to follow the laptops rules will result in disciplinary action and possible loss of laptop privileges. Students agree to the following:

1. I will use electronic information resources only for education research purposes, and only, as those purposes are consistent with the curriculum and educational objectives of CREC.
2. I will use electronic information resources in a responsible, ethical and legal manner at all times.
3. I will use electronic information resources only with the permission of the supervising teacher or staff member.
4. I will be considerate of other electronic information users and their privacy and I will use polite and appropriate language at all times while accessing and using these resources.
5. I will not give out any personal information about myself or anyone else while using these resources unless approved by the instructor monitoring the use of their resources.
6. I will not give out my password nor attempt to learn someone else's.
7. I will not knowingly degrade or disrupt electronic information resources, services or equipment, and I understand that such activity may be considered to be a crime and includes, for example, tampering with computer hardware and software, vandalizing or modifying data without permission, invoking computer viruses, attempting to gain access to restricted or unauthorized networks or network services.
8. I will report all security problems I identify while using these resources to my teacher or to the school staff member who is monitoring my use of these resources.
9. I will act responsibly at all times and will avoid all other activities that are considered to be inappropriate in the regular school environment.
10. I am aware that the inappropriate use of these resources can be a violation of local, state and federal laws and that I may be prosecuted for violating those laws.
11. I will not use other person's information as my own. I will always give credit to the original creators of the information I find online.
12. I will abide by all copyright laws and will seek assistance if a question arises.
13. I understand that I am responsible for the care and well-being of any laptop that I am assigned; I can receive a consequence (disciplinary or financial reimbursement) for any purposeful damages that occur.
14. I understand that I am responsible for any personal electronic device I bring to school, including but not limited to cell phones, e-readers, ipods, and ipads.
15. I understand the cell phone/electronic device policy in the student handbook and agree to abide by these policies.

### LOCKERS

Lockers are provided for students. You should be sure that any valuables or clothing are never left unattended and are locked away securely in your locker. Students should memorize their locker combinations. **Students**



should not share their locker or combination with anyone. The school CANNOT be responsible for items left in lockers. Lockers are issued to students as a service and convenience; however, the security of lockers cannot be guaranteed by the school. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. Lockers are the property of Two Rivers Magnet School and are subject to inspection by the administration at their discretion. Inspection and cleaning of lockers for reasons of health and safety will be scheduled periodically and supervised by faculty members. If a student's locker does not operate properly, please report it to your teacher or report it to the office.

Commented [LJ15]: Re-worded section

### LOST AND FOUND

The lost and found area is located in the main office. Anyone finding articles is to bring them to the office. Anyone missing items believed to be lost should check with the Administrative Assistants in each office or at the Front Desk. Unclaimed articles are given to needy organizations after being held for a reasonable length of time.

### MILITARY FAMILIES

In June 2008, a memorandum of agreement was established creating a partnership between the Department of Defense and the Department of Education to support the education of military students. CREC recognizes that for those active duty members, Department of Defense civilians and those activated or deployed National Guard and Reserve members the phases of pre-deployment, deployment, reunion or post-deployment can be challenging to families and children. We can help. Please contact your school's Parent Liaison or Administrator, if we may be of assistance to you.

### TEACHER CONFERENCES

Parents/Guardians are encouraged to become partners in their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

Family/Teacher Conference dates for the 2020-2021 School Year are as follows:

Fall Conferences: 11/18-11/19

Spring Conferences: 3/17-3/18

A parent or student may also arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours but every effort will be made to accommodate parent schedules. Please refer to our Visitors Policy when arriving at school for a meeting.

### PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at family-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged. Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

All CREC Magnet Schools now have a home-school compact which will be made available to you. We encourage you to read this document thoroughly. Please contact your school's Parent Liaison or Administration if we may be of any assistance to you. Two Rivers Team teachers will coordinate opportunities for parents to contribute to the learning environment on their child's team.

Parents are encouraged to contact their child's team leader if they wish to volunteer in the classroom.

### **PASS SYSTEM /STORM CARDS**

Students are not permitted to go anywhere in the building without using their planner or STORM CARD (if earned). Students are not allowed to be in hallway without a pass except during passing time. This includes afterschool activities (unless they belong to a sports team or club that requires this)

- ✓ No bathroom without pass
- ✓ No office without pass

STORM CARDS are able to be earned and re-earned every 18 days base on their Academic Mindset Reports. Students must have a Mindset average of 3.0 or higher and maintain Two Rivers behavior expectations in order to receive and/or maintain their storm card privileges.

### **PESTICIDE APPLICATION**

Per statute, no pesticides will be used in a K-8 school. For the high school level, only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff at the high school who want to receive advance notice of all pesticide use will be listed on a registry and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Main Office. Note: If the district is implementing the Integrated Pest Management (IPM) concept, similar requirements as above must be met.

### **PROMOTION, RETENTION AND PLACEMENT**

CREC encourages and insists on the highest quality of academic performance from all students. It expects excellence from its faculty and supports vigorously teachers' demands for serious, substantial scholarship from students commensurate with their individual abilities. Instruction and instructional programs must provide maximum opportunity for students to progress through school according to their needs. The intent of this policy is to ensure that all promoted students can benefit from the next level of instruction. Students normally will progress annually from grade to grade. Decisions regarding the promotion/retention and placement of students will be made on the basis of documented academic achievement in relation to the intellectual ability and overall physical, emotional, and social well-being of the student. All teachers must evaluate students' educational progress during the school year. This progress, or lack of progress, is communicated to the parent, through written progress reports and family-teacher conferences. Parents must be notified by May 15 if retention or acceleration is being considered. *The final decision regarding placement or retention will be made by the principal.*

**Commented [LJ16]:** Cant understand what is happening with the formatting here.....these two lines should tie into the last sentence.

### **PSYCHOTROPIC DRUG USE**

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

### **PUBLIC DISPLAYS OF AFFECTION**

This is your place of business, therefore, students and adults should be able to walk from class to class without being embarrassed by the behavior or others. Holding hands, hugging, embracing, kissing, or other acts of public affection are not appropriate and are not allowed in school. This includes hugging between classes or in the morning. It is inappropriate for school. Students who persist in this type of behavior after having been warned will be dealt with by school administration.

### **SCHOOL-RELATED PROBLEMS AND CONCERNS PROCEDURE**

From time to time, parents may wish to bring problems or concerns to the attention of appropriate school officials. We urge parents to use the progressive steps outlined below. Most problems can be addressed satisfactorily by a teacher or other staff member who is most directly involved. The following general guidelines may be helpful to assist parents in resolving a question or concern:

- ✓ Any concern regarding a school-related matter should first be raised by the parent with the staff member most directly involved (i.e., questions regarding the content of instructional materials or homework assignments should be raised with the teacher involved).
- ✓ If the matter remains unresolved, the parent may wish to speak with the team leader and guidance counselor. If this does not resolve the issue, please contact your grade level administrator. Appointments can be scheduled by contacting the office.

### **SEARCH AND SEIZURE**

All students attending Two Rivers Magnet School are expected to obey all rules and regulations established by the administration which guide the operation of each of the schools. All desks and lockers are the property of the Two Rivers Magnet School, not of the individual student. Thus, students are also expected to obey rules governing the use of desks and lockers. In order to maintain discipline, order and security in the classroom, in the school, and on school grounds, and to preserve a proper educational environment in which learning can take place, building administrators are authorized to search students and lockers when there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or any of the rules of the school. The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion.

### **SEXUAL HARASSMENT, HAZING**

#### **Sexual Harassment (CREC schools policy 5145.51)**

Sexual harassment will not be tolerated among students of the school district. It is the policy of the Board of

Education that any form of sexual harassment is forbidden whether by students, supervisory or non-supervisory personnel, individuals under contract, or volunteers subject to the control of the Board. Students are expected to adhere to a standard of conduct that is respectful and courteous to employees, to fellow students and to the public.

Sexual harassment is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student, or conduct of a sexual nature which substantially interferes with the student's learning, or creates an intimidating, hostile or offensive learning environment, such as the display in the educational setting of sexually suggestive objects or pictures.

Sexual harassment has been clearly established as a form of sexual discrimination. Sexual harassment is defined as follows:

- Touching
- Sexual name calling
- Pulling at clothes
- Leers
- Inappropriate statements of a sexual
- Verbal comments
- Sexual rumors
- Gestures
- Jokes/cartoons/pictures
- Inappropriate public display of

Sexual harassment is forbidden and will not be tolerated. It is our policy to maintain a learning environment free from sexual harassment, insults, and intimidation. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any student who believes he or she has been subject to sexual harassment should report the incident immediately to his or her school principal, associate principal, or guidance counselor. Two Rivers will respect the confidentiality rights of the complainant and the individual(s) against whom the complaint has been filed as much as possible given the necessity to investigate allegations and take disciplinary action when sexual harassment has occurred. If a student is found to have engaged in sexual harassment they will be subject to immediate disciplinary action up to and including expulsion from school, and/or referral to legal authorities for prosecution as judged appropriate on a case-by-case basis.

**Hazing**

"Hazing" is defined as committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:

- Any type of physical brutality, sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to risk of harm or that adversely affects the mental or physical health or safety of the student.

Any person who believes he or she has been the victim of hazing or any person with knowledge or belief or conduct which may constitute hazing shall report the alleged acts immediately to a school administrator.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

## SUPPORT SERVICES

We value every student and strive in helping students to develop fully – academically, socially, emotionally, and physically. The staff and administration aim to help students understand Two Rivers Magnet School by helping to interpret rules, regulations, and requirements; suggesting efficient means of study both at school and at home; checking on students physical well-being; and helping with academic, social, and personal concerns. In addition to parents, teachers, and the school administrators there are several other people in the building that can help students with individual needs and concerns.

### Guidance Counselor

The purpose of the guidance counselor is to help each student in his/her social, educational, vocational, and personal development. Conferences with students receive first consideration of the counselor's time and are scheduled whenever necessary. The counselor may assist a student in planning his/her school program, improving study habits, developing good decision-making skills, and coping with problems of any type. Students must get a pass to guidance from the guidance secretary or a staff member prior to reporting to the guidance office. An open door policy always exists for any urgent request. Parental assistance is encouraged as well. The school social worker also participates in Planning and Placement Team meetings. Guidance counselors will actively instruct developmentally appropriate classes on issues and topics germane to each respective grade level.

### Social Worker

The school social worker helps students to help themselves with problems which may be interfering with their learning process. Short-term individual and/or group counseling is available to students, parents, and families for the purpose of enhancing or restoring their capacity for school functioning. The school social worker also participates in Planning and Placement Team meetings and serves as a liaison to private practitioners and community agencies, as appropriate.

### School Nurse

If a student wishes to see the nurse, he/she must have a pass signed by his/her teacher. Students may not stop in during passing time or lunch without a pass. We ask students to stay home if they are truly ill to avoid spreading colds, sore throats or other contagious ailments to fellow students.

### Administration of Medication

Parents of students requiring medication during school should contact the (school nurse). Special forms are required to permit the administration of medicine in school. They are available from the (school nurse). All CREC Magnet Schools follow the State Statutes, regulations and guidelines established by the CT State Department of Education and the Department of Health regarding the carrying, use and dispensing of medications. Also remember that by law, the nurse cannot give students medicines – including acetaminophen – without written authorization from a physician or other authorized prescriber and from a parent or guardian. If students know beforehand that they will need medication for an illness, students or their parents may get authorization forms from the nurse.

An adult must bring medicine and authorization forms to school. Students **are not** allowed to carry medicine to or from school. Students are also not allowed to carry any medicines with them at any time.

### Immunization & Physicals

(Students in K – 12)

In order to provide the best educational experience, school personnel must understand your child's health needs. School health forms request information from you (Part I) which will also be helpful to the health care provider when he or she completes the medical evaluation form (part II). State law requires complete primary immunizations and a health assessment by a legally qualified practitioner of medicine, an advanced practice registered nurse or a registered nurse licensed pursuant to chapter 378, a physician assistant licensed pursuant to chapter 370, a school medical advisor or a legally qualified practitioner of medicine, an advanced practice registered nurse or a physician assistant stationed at any military base prior to school entrance in Connecticut (C.G.S. Secs. 10-204a and 10-206). An

immunization update and additional health assessments are required in the 6<sup>th</sup> or 7<sup>th</sup> grade and in the 9<sup>th</sup> and

10<sup>th</sup> grade. This form may also be used for health assessments required every year for students participating in sports teams. Those participating in sports teams must have a physical every year and updated health form prior to participation.

#### **TEACHER AND PARAPROFESSIONAL QUALIFICATIONS**

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

#### **TELEPHONE**

Students may use the office phone only with permission from a staff member, and only in an emergency. All student telephone use must be under direct adult supervision. Any other use of a school phone must be done with permission. Students are not allowed to leave class or study hall to use the telephone.

#### **TEXTBOOKS/MATERIALS**

Students who owe money for a lost book, computer, computer accessory (charger, etc.), lost planner, bus pass, library fine, athletic uniform, or other monetary obligation, should pay it promptly to the Main Office. Any student with outstanding obligations will not receive his/ her final report card or attend school-related activities - including promotion, graduation and dances. Please note that if you did not pay for something you owe during this school year, that obligation will follow you to next year.

#### **VANDALISM**

Two Rivers is a unique, innovative and student-centered facility which our school community values. Vandalism is considered to be the destruction or damage of private or school property while in school, on school grounds, or during a school event. Any damage done to the building, equipment, buses, or books will be the financial responsibility of the vandal(s). Students will be referred to the main office for further disciplinary actions.

#### **VISITORS**

All visitors entering Two Rivers must present a valid ID (Drivers License, etc) to our security officers at the front desk. The visitor's ID will be scanned into our security system/data base, which will generate a Visitors Pass. The Visitors Pass must be worn at all times while on school grounds. This is for the safety of our students, staff, and school community. Visitors are defined as parents/guardians, substitute teachers, outside contractors, representatives from other school districts, etc.

#### **CONCLUSION**

As a caring school community, it is our goal to help every student develop their full potential – academically, socially, physically and emotionally. We have designed a school program that is

Committed to excellence, equity and continuous improvement.

This handbook was created because we want students and parents to understand the structure and philosophy of our school. We encourage students to make positive and pro-social choices about behavior. We will always approach students with respect, dignity, consistency and fairness.

We ask parents for their support in upholding the rules of our school. When students receive a unified message about high expectations for academic achievement and behavior from both school and home, we increase the success of our learning community and every individual.

## **CLIMATE AND CULTURE**

At Two Rivers Magnet Middle School, we strive to create independent learners and complete people. While at Two Rivers, students will hear continuously about their Mindset and how to improve upon it. Mindset is a school-wide focus, applying to every aspect of their time in the building. All spaces in the building have expectations that posted, taught and retaught throughout the year. Students are asked to do following:

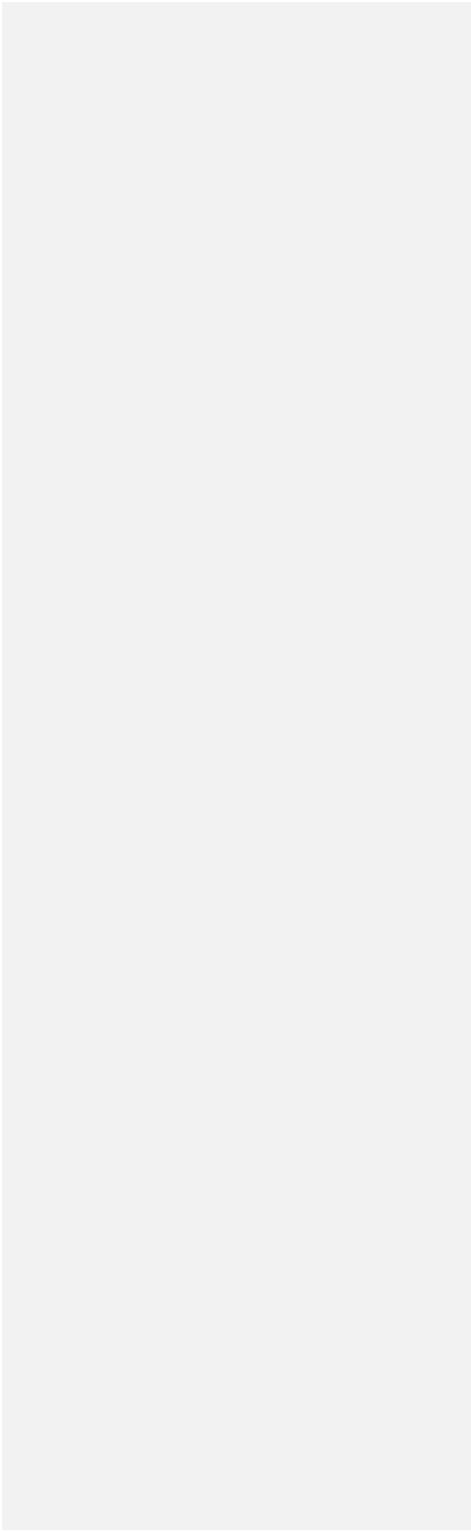
**BE PREPARED**  
**BE an ACTIVE LEARNER GIVE**  
**ACADEMIC EFFORT**  
**FOCUS on CONDUCT**

To help students and families understand their progress in these areas, Mindset Reports are given out every 18 school days and sent home. See Academic Grading section of the Handbook for rubrics and dates of distribution to families.

It is our hope that this program provides students the ability to reflect and change any areas they are not succeeding in while helping them maintain the areas they are already strong in. We believe this will lead to a strong individual that can be successful in any environment.

# Parent Communication

Date	Teacher	Topic	Parent Signature





Cycle 1	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation</u> , <u>Active Learning</u> , <u>Academic Effort</u> , and <u>Conduct</u> .	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		1.1	1.2	1.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				
Cycle 2	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation</u> , <u>Active Learning</u> , <u>Academic Effort</u> , and <u>Conduct</u> .	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		2.1	1.2	1.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				

Cycle 3	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation, Active Learning, Academic Effort, and Conduct.</u>	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		3.1	3.2	3.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				
Cycle 4	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation, Active Learning, Academic Effort, and Conduct.</u>	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		4.1	4.2	4.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				

Cycle 5	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation, Active Learning, Academic Effort, and Conduct.</u>	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		5.1	5.2	5.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				
Cycle 6	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation, Active Learning, Academic Effort, and Conduct.</u>	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		6.1	6.2	6.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				

Cycle 7	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation</u> , <u>Active Learning</u> , <u>Academic Effort</u> , and <u>Conduct</u> .	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		7.1	7.2	7.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				
Cycle 8	Goal: Choose a goal that relates to one of the four mindset areas: <u>Preparation</u> , <u>Active Learning</u> , <u>Academic Effort</u> , and <u>Conduct</u> .	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		8.1	8.2	8.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				

Cycle 9	Goal: Choose a goal that relates to one of the four mindset areas: <b><u>Preparation, Active Learning, Academic Effort, and Conduct.</u></b>	In thinking about my goal, did I get better (+), worse (-), or stay the same (=)?		
		9.1	9.2	9.3
ELA - Reading				
ELA - Writing				
Math				
Science				
Social Studies				
Encore				
Encore				
Encore				
Encore				

RESTORATIVE PRACTICES Restorative Discipline is a philosophy and system wide process that works to change the school culture rather than merely responding to student behavior. Restorative discipline is a process that works in conjunction with traditional disciplinary approaches. Punishing a disruptive student by taking him or her out of the learning environment is counterproductive. It fails to address the root problems a child is facing at school or at home. By utilizing restorative practices, students and teachers are empowered to constructively resolve their conflicts. It allows the teacher to express to the student why their behavior is unacceptable, lets the student take responsibility for that behavior, providing an avenue for both parties to develop a clearly outlined plan to ensure the behavior does not happen again.

