1295 Wyoming Avenue, Reno, NV 89503
Phone: (775) 746-5860 • Fax: (775) 746-5864
www.washoeschools.net/clayton

Regular Office Hours:

7:00am-3:00pm –
Mondays, Tuesdays, Wednesdays & Thursdays

7:00am-2:30pm –
Fridays

School Mascot – **Wolf Cub**
School Colors – **Green, White & Black**

Motto – **Make it a great day today and every day. The choices are always ours to show that we are Cubs to the Core with our Cub Core Four.**

Student Planner

Name: _____

Team: _____ Advisory Teacher: _____

Core 4	I demonstrate... **Integrity** ... by doing what is expected through my words and actions.	I demonstrate... **Responsibility** ... by being accountable for my behavior.	I demonstrate... **Engagement** ... by actively demonstrating the expectations of my environment.	I demonstrate... **Empathy** ... by understanding others' emotions, perspectives, and experiences.
CLASSROOMS	- Use my planner to facilitate learning in all classrooms - Complete all my own assignments and homework - Remain in my personal bubble - Maintain the personal space of those around me - Use technology only with permission or at appropriate times - Take pride in my work - Be honest with yourself and others - Be accountable for what is expected	- Have a ready-to-learn attitude with all materials for class - Be on time for class - Maintain a clean and orderly workspace - Use materials and skills to solve my problems - Follow classroom guidelines and agreements	- Raise my hand to contribute thoughts and ideas - Ask and answer questions - Collaborate with my teacher and classmates - Be an active learner: Participate fully, complete my work and contribute to moving learning forward - Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	- Show tolerance for opposing perspectives and opinions - Listen actively with consideration and an open mind - Do my part when working with others - Use language and communicate at a volume expected for the setting
ATHLETIC FIELDS & GYMNASIUM	- Display positive sportsmanship towards all - Remain in my personal bubble - Maintain the personal space of those around me - Hold myself accountable to what is expected	- Exhibit safe behavior in all activities - Use all equipment as designed and expected for the activities - Remain in your assigned area - Keep stairs and walkways clear for others to pass	- Follow the agreed upon rules of the activities - Give positive encouragement when watching activities - Participate with full effort and ability - Wear clothing associated with the activity or school.	- Use language expected for the setting - Encourage everyone's effort positively - Exhibit tolerance towards others' ability levels - Listen to your music choices privately, with headphones
HALLWAYS & COMMON AREAS	- Remain in my personal bubble - Maintain the personal space of those around me - Keep moving to my next destination	- Quietly walk to expected destination - Sit on benches - Use tables for their intended purpose - Slow down and walk purposefully in narrow spaces and on stairs	- Make space for others and stay on right - Walk quickly and safely to expected destination - Encourage my friends to clear the hallways and common areas - Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	- Maintain my personal bubble - Assist others' ability to move from place to place - Listen to your music choices privately, with headphones
CAFETERIA	- Remain in my personal bubble - Maintain the personal space of those around me - Dispose of trash in waste bins even if it is not mine - Use conversational/indoor voice volume and language expected for the setting	- Eat as expected - Use kind words and actions toward others - Start at the end of the line and maintain my place in line - Clean up my area and place unwanted items in waste bins	- Sit and eat efficiently - Join quiet conversations with those around me - Stand and promptly leave cafeteria when done - Follow adult directions and expected behaviors - Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	- Have patience with others and wait my turn - Eat my own food - Maintain others' ability to eat in a quiet and safe environment
RESTROOMS	- Place backpacks and personal items outside restrooms - Follow expected behavior even when unsupervised	- Use restrooms during passing or lunch time - Go directly to the restroom - Have a pass during class time to use the restroom and return promptly	- Take care of your needs quickly - Use the restroom equipment as designed - Wash your hands and exit promptly - Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	- Keep restroom clean and accessible to others - Maintain the privacy of others
ARRIVAL	- Know the rules of the road and hold yourself accountable - Encourage others to be safe	- Follow the rules of the road when walking or riding to school - Be aware of your surroundings when coming to campus - Report unsafe behavior - Stay in designated area in the courtyard - Keep food and waste in the cafeteria	- Arrive at school before 7:25am - Use front entrance only - Eat in the cafeteria - Socialize in the courtyard - Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	- Maintain my personal bubble - Model the rules of the road for everyone's safety - Use language expected for the setting
DISMISSAL	- Know the rules of the road and hold myself accountable - Encourage others to be safe - Always be aware of my surroundings	- Go straight to busses and start at the end of the line and maintain my place in line - Walk or ride home as expected - Follow the rules of the road when walking or riding home	- Leave through the front halls or north gate - Proceed directly to busses, vehicles or home - Exit campus within 10 minutes of the final bell	- Move orderly and organized toward the exits - Leave school quickly for my next destination - Arrive on time at my next destination
ON/OFF CAMPUS EVENTS	- Remain inside the boundary of the event - Make choices that match the rules of the event	- Know the expected rules of the event - Follow the rules of the event without being asked	- Exhibit the expected rules of the event - Follow adult directions - Wear clothing associated with the activity or school.	- Model expected behaviors for the enjoyment of all - Use language expected for setting

Archie
Clayton
Middle School

My Schedule

Per.	Class		Teacher	Room
0º	Advisory			
1º				
2º				
3º				
4º				
5º				
6º				
7º	Enrichment/ Intervention	:		

Regular Bell Schedules

Mondays, Tuesdays (Schedule A)

FIRST LUNCH					SECOND LUNCH			
Time	Period	Pass.	Min.		Time	Period	Pass.	Min.
7:10-7:25	Breakfast	5	15		7:10-7:25	Breakfast	5	15
7:30-7:48	Advisory	4	18		7:30-7:48	Advisory	4	18
7:52-8:45	1º	4	53		7:52-8:45	1º	4	53
8:49-9:42	2º	4	53		8:49-9:42	2º	4	53
9:46-10:39	3º	4	53		9:46-10:39	3º	4	53
10:39-11:09	1st lunch	4	30		10:43-11:36	4º	4	53
11:13-12:06	4º	4	53		11:36-12:06	2nd Lunch	4	30
12:10-1:03	5º	4	53		12:10-1:03	5º	4	53
1:07-2:00	6º	-	53		1:07-2:00	6º	-	53

Wednesdays (Schedule B)

FIRST LUNCH					SECOND LUNCH			
Time	Period	Pass.	Min.		Time	Period	Pass.	Min.
7:10-7:25	Breakfast	5	15		7:10-7:25	Breakfast	5	15
7:30-8:19	1º	4	49		7:30-8:19	1º	4	49
8:23-9:12	2º	4	49		8:23-9:12	2º	4	49
9:16-10:05	3º	4	49		9:16-10:05	3º	4	49
10:05-10:36	1st lunch	4	31		10:09-10:58	4º	4	49
10:40-11:29	4º	4	49		10:58-11:29	2nd Lunch	4	31
11:33-12:22	5º	4	49		11:33-12:22	5º	4	49
12:26-1:15	6º	-	49		12:26-1:15	6º	-	49

Thursdays (Schedule C)

FIRST LUNCH					SECOND LUNCH			
Time	Period	Pass.	Min.		Time	Period	Pass.	Min.
7:10-7:25	Breakfast	5	15		7:10-7:25	Breakfast	5	15
7:30-8:14	Advisory	4	44		7:30-8:14	Advisory	4	44
8:18-9:33	6º	4	75		8:18-9:33	6º	4	75
9:37-10:52	5º	4	75		9:37-10:52	5º	4	75
10:52-11:22	1st lunch	4	30		10:56-12:11	4º	4	75
11:26-12:41	4º	4	75		12:11-12:41	2nd Lunch	4	30
12:45-2:00	Enr/Int	4	75		12:45-2:00	Enr/Int	4	75

Fridays (Schedule C)

FIRST LUNCH					SECOND LUNCH			
Time	Period	Pass.	Min.		Time	Period	Pass.	Min.
7:10-7:25	Breakfast	5	15		7:10-7:25	Breakfast	5	15
7:30-8:14	Advisory	4	44		7:30-8:14	Advisory	4	44
8:18-9:33	3º	4	75		8:18-9:33	3º	4	75
9:37-10:52	2º	4	75		9:37-10:52	2º	4	75
10:52-11:22	1st lunch	4	30		10:56-12:11	1º	4	75
11:26-12:41	1º	4	75		12:11-12:41	2nd Lunch	4	30
12:45-2:00	Enr/Int	4	75		12:45-2:00	Enr/Int	4	75

These are the schedules that we run regularly. In addition to these regular schedules, we plan special schedules including Two-Hour Delay, Testing and Assembly. Detailed information about our schedules is available online.
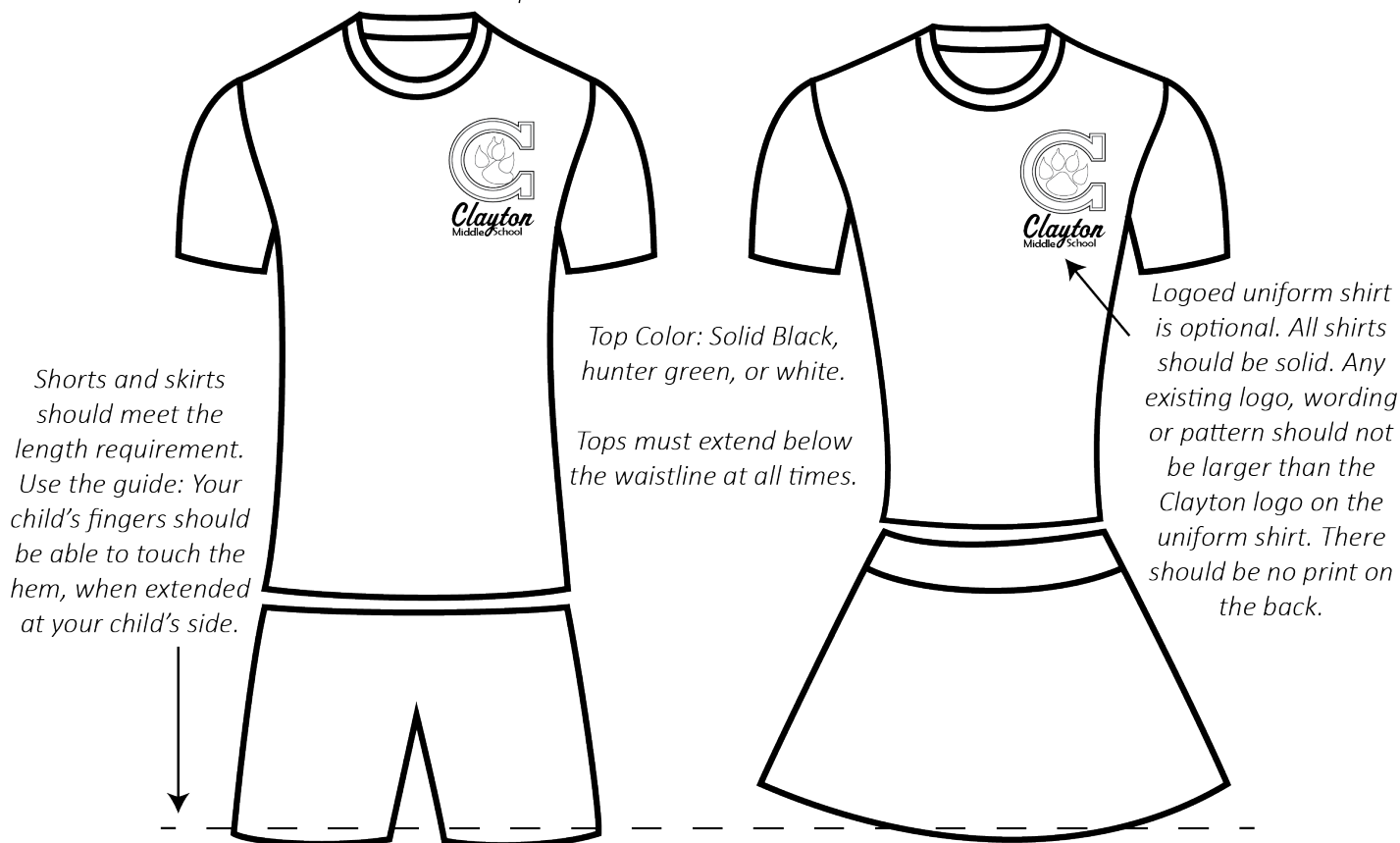
Are you ready for school? Your appearance lets us know.

Our uniform policy promotes a safe, respectful, and healthy school environment that is focused on learning. The first step to your success in the classroom is to show your ready-to-learn attitude by choosing to make clothing choices that support your learning and the learning of others. Below are guidelines to help clarify our expectations here at school. These are our minimum expectations. You can always wear more, please don't show up wearing less. Our complete uniform policy is on our website- *refer to the link library in the handbook section of this planner*.

Tops: Shirt with a crew neck or collar.

Shorts and skirts should meet the length requirement. Use the guide: Your child's fingers should be able to touch the hem, when extended at your child's side.

Top Color: Solid Black, hunter green, or white.

Tops must extend below the waistline at all times.

Logoed uniform shirt is optional. All shirts should be solid. Any existing logo, wording or pattern should not be larger than the Clayton logo on the uniform shirt. There should be no print on the back.

Other important details

Main Layer (tops): The Uniform shirt with ot without the Clayton logo. This is required at all times.
Main Layer (bottoms): Pants, jeans, skirts/skorts, shorts in solid colors. No patterns or pajamas.

Underlayer: Items worn below the shirt. Should be solid and comply with our colors. This is optional.

Outer Layer: Sweatshirts, long-sleeved pullovers. Should be solid and coply with our colors. Uniform shirt still required since outler layers can be removed.

Footwear: Shoes should be safe and stable. If shoes are sandals, they must have a heal strap. Slippers may not be worn at school.

Outer Wear: Jackets and coats. Generally these are removed in all indoor learning spaces. Colors and styles of outerwear (jackets and coats) are not required to meet the color/style specifications outlined above. Iniform shirt still reqiured since outer layers can be removed.

Week	Integrity	Responsibility	Engagement	Empathy
1				
2				
3				

Week	Integrity	Responsibility	Engagement	Empathy
4				
5				
6				

Student Planner

Archie Clayton Middle School

Week	Integrity	Responsibility	Engagement	Empathy
7				
8				
9				

Social-Emotional Learning (SEL) Resources

We support our students' understanding of the range of emotions they experience. We help to develop this knowledge in our students to support self-awareness, emotional regulation skills, positive school connections and increased academic performance. Below is an example of a mood meter to help students express their emotions with a variety of descriptive words.

ENRAGED	PACNICKED	STRESSED	JITTERY	SHOCKED		SURPRISED	UPBEAT	FESTIVE	EXHILERATED	ECSTATIC
LIVID	FURIOUS	FRUSTRATED	TENSE	STUNNED		HYPER	CHEERFULL	MOTIVATED	INSPIRED	ELATED
FUMING	FRIGHTENED	ANGRY	NERVOUS	RESTLESS		ENERGIZED	LIVELY	ENTHUSIASTIC	OPTIMISTIC	EXCITED
ANXIOUS	APPREHENSIVE	WORRIED	IRRITATED	ANNOYED		PLEASED	HAPPY	FOCUSED	PROUD	THRILLIED
REPULSED	TROUBLED	CONCERNED	UNEASY	PEEVED		PLEASANT	JOYFUL	HOPEFUL	PLAYFUL	BLISSFUL
Energy						**Energy**				
DISGUSTED	GLUM	DISAPPOINTED	DOWN	APATHETIC		AT EASE	EASYGOING	CONTENT	LOVING	FULFILLED
PESSIMISTIC	MONROSE	DISCOURAGED	SAD	BORED		CALM	SECURE	SATISFIED	GRATEFUL	TOUCHED
ALIENATED	MISERABLE	LONELY	DISHEARTENED	TIRED		RELAXED	CHILL	RESTFUL	BLESSED	BALANCED
DESPONDENT	DEPRESSED	SULLEN	EXHAUSED	FATIGUED		MELLOW	THOUGHTFUL	PEACEFUL	COMFY	CAREFREE
DESPAIR	HOPELESS	DESOLATE	SPENT	DRAINED		SLEEPY	COMPLACENT	TRAQUIL	COZY	SERENE

Pleasantness (vertical axis)

RULER is a process for helping students systematically promote social and emotional competence. It provides opportunities for students to practice Recognizing, Understanding, Labeling, Expressing and ultimately Regulating their emotions. When working with our students we may ask them to follow the RULER process.

RECOGNIZE	UNDERSTAND	LABEL	EXPRESS	REGULATE
Recognizing emotions in oneself and others.	Understanding the causes and consequences of emotions.	Labeling emotions with a nuanced vocabulary.	Expressing emotions in accordance with cultural norms & social context.	Regulating emotions with helpful strategies.

ThePhysicalEducator.com
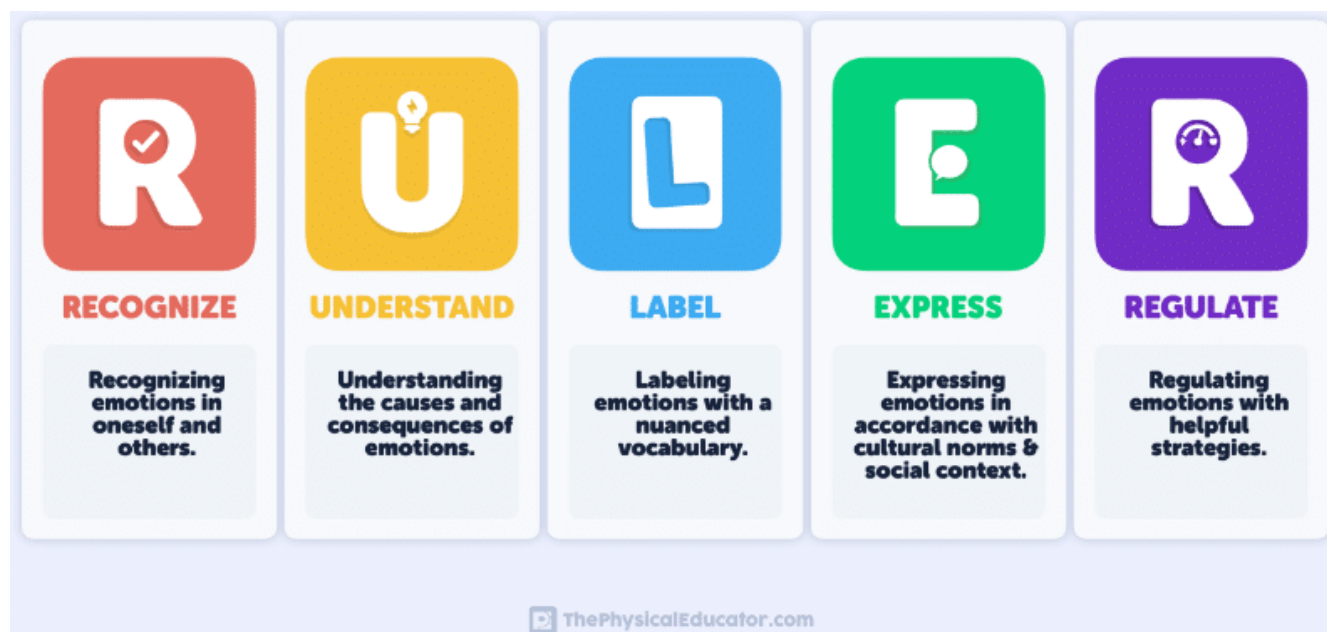
Reference: ei.yale.edu

8

Be Thoughtful: Think before you speak.

The phrase "think before you speak" refers to the practice of considering your words before you say something or respond to another person's comments. When you think before speaking, you take into consideration that our words impact others' feelings.

Thinking before speaking can help you to:

- **Avoid embarrassment**. Speaking before you think often leads to saying the wrong thing at the wrong time which can have a negative effect on relationships or social situations.
- **Consider other people's feelings**. It's true that words have power. Kind words can uplift people's emotions, while harsh or ill-considered words can undermine others' self-esteem and trust.
- **Mitigate stress**. Speaking without thinking puts students in stressful situations.

Tips to Think Before You Speak: Consider these tips to help you slow down during conversations:

1. **Practice awareness**. Admitting you often speak before thinking is a form of self-awareness and the first step toward improvement. Additionally, practice active listening skills. Notice the other person's posture, tone of voice, and mood.
2. **Try taking a breath**. To get in the habit of pausing before you speak. Practice taking a few breaths before you start to talk. While you are breathing, you are naturally pausing the conversation and giving yourself time to weigh your response.
3. **Use the THINK acronym**. The THINK technique encourages you to choose your words with care. "THINK" stands for "true, helpful, inspiring, necessary, and kind." Before speaking, ask yourself if what you're about to say aligns with each of those qualities. If your answer is "yes" to all five questions, then your thought is worth sharing.
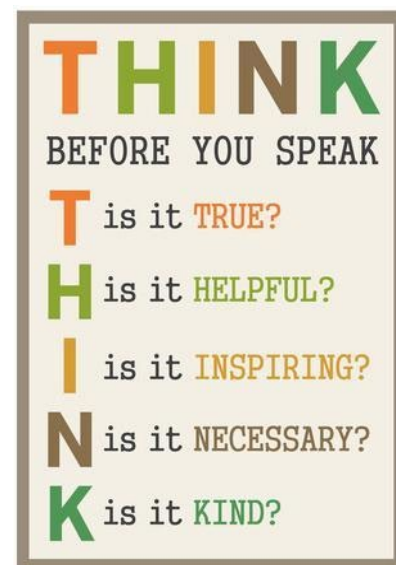
Adapted from MasterClass https://www.masterclass.com/articles/how-to-think-before-you-speak
Last updated: Aug 30, 2022

Regulate yourself: Match your reaction to the problem.

Help regulate yourself. Match your reaction with the size of the problem. Notice your reaction to a problem, take a breath and check to see if your reaction matches the size of the problem. Often, problems are not as big as they feel at first. Managing yourself will help you move out of problem-reacting mode and into problem-solving mode.
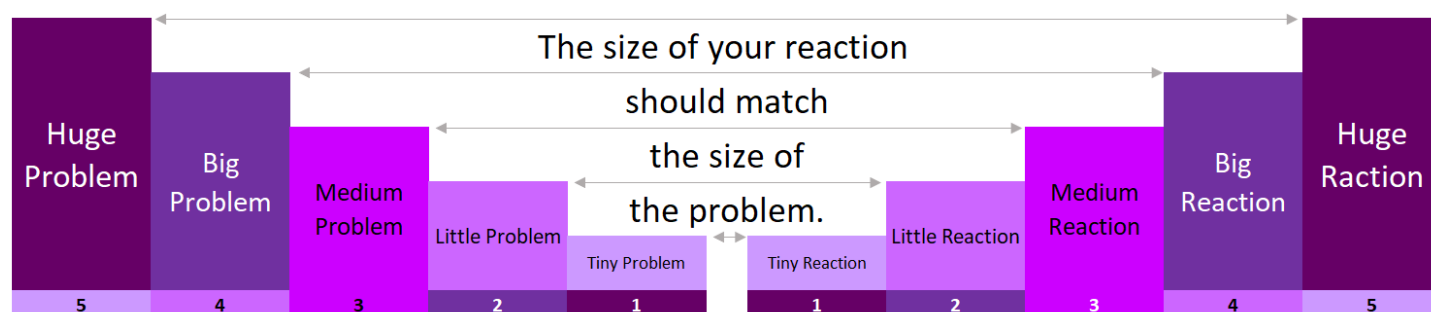
Week 1

Monday:	8/12/24	Tuesday:	8/13/24	Wednesday:	8/14/24

1º

☐
☐

2º

☐
☐

3º

☐
☐

4º

☐
☐

5º

☐
☐

6º

☐
☐

Student Planner

Week 1

Thursday:	8/15/24	Friday:	8/16/24

Advisory		Advisory	
☐		☐	
☐		☐	

6º		3º	
☐		☐	
☐		☐	

5º		2º	
☐		☐	
☐		☐	

4º		1º	
☐		☐	
☐		☐	

Enrichment/Intervention		Enrichment/Intervention	
☐		☐	
☐		☐	

Notes and Reminders

Planning Ahead

for Week 2

To Do/Missing/Make-Ups

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

Week 2

Monday:	8/19/24	Tuesday:	8/20/24	Wednesday:	8/21/24
1°		**1°**		**1°**	
☐		☐		☐	
☐		☐		☐	
2°		**2°**		**2°**	
☐		☐		☐	
☐		☐		☐	
3°		**3°**		**3°**	
☐		☐		☐	
☐		☐		☐	
4°		**4°**		**4°**	
☐		☐		☐	
☐		☐		☐	
5°		**5°**		**5°**	
☐		☐		☐	
☐		☐		☐	
6°		**6°**		**6°**	
☐		☐		☐	
☐		☐		☐	

Student Planner

Archie
Clayton
Middle School

Week 2

Thursday: 8/22/24	Friday: 8/23/24
Advisory	**Advisory**
☐	☐
☐	☐
6º	**3º**
☐	☐
☐	☐
5º	**2º**
☐	☐
☐	☐
4º	**1º**
☐	☐
☐	☐
Enrichment/Intervention	**Enrichment/Intervention**
☐	☐
☐	☐

Notes and Reminders

Planning Ahead
for Week 3
To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Week 3

Monday:	8/26/24	Tuesday:	8/27/24	Wednesday:	8/28/24

1º

☐

☐

2º

☐

☐

3º

☐

☐

4º

☐

☐

5º

☐

☐

6º

☐

☐

14

Student Planner

Week 3

Thursday:	8/29/24	Friday:	8/30/24

Advisory	Advisory
☐	☐
☐	☐

6º	3º
☐	☐
☐	☐

5º	2º
☐	☐
☐	☐

4º	1º
☐	☐
☐	☐

Enrichment/Intervention	Enrichment/Intervention
☐	☐
☐	☐

Notes and Reminders

Planning Ahead

for Week 4

To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Week 4

Monday: 9/2/24	Tuesday: 9/3/24	Wednesday: 9/4/24
– Labor Day Holiday – No School	**1º** ☐ ☐	**1º** ☐ ☐
	2º ☐ ☐	**2º** ☐ ☐
	3º ☐ ☐	**3º** ☐ ☐
	4º ☐ ☐	**4º** ☐ ☐
	5º ☐ ☐	**5º** ☐ ☐
	6º ☐ ☐	**6º** ☐ ☐

Student Planner

Week 4

Thursday:	9/5/24	Friday:	9/6/24

Advisory	Advisory
☐	☐
☐	☐

6º	3º
☐	☐
☐	☐

5º	2º
☐	☐
☐	☐

4º	1º
☐	☐
☐	☐

Enrichment/Intervention	Enrichment/Intervention
☐	☐
☐	☐

Notes and Reminders

Planning Ahead
for Week 5
To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Campus Passes

Week	Date	Period	Time	Destination	Adult Initials	Week	Date	Period	Time	Destination	Adult Initials
1						6					
1						6					
1				FLEX PASS:		6				FLEX PASS:	
2						7					
2						7					
2				FLEX PASS:		7				FLEX PASS:	
3						8					
3						8					
3				FLEX PASS:		8				FLEX PASS:	
4						9					
4						9					
4				FLEX PASS:		9				FLEX PASS:	
5											
5											
5				FLEX PASS:							

Campus passes are intended to provide students the opportunity to plan and prioritize personal or campus needs during class time. Students have opportunities to take care of personal needs between classes during passing time and/or lunch. Once students are expected to be in class, we would like the priority to be on the directions, instruction, or process of learning activities in the classroom. If needs arise during class time, students can ask and get permission to write a Campus Pass. Guidelines for passes include:

- Passes are granted to students in good standing and in uniform. Students can be placed on the Admin-No-Pass List temporarily for abuse of passes, tardies or other issues deemed appropriate by school administration. This is done only after (1) communication with parents/families and (2) the student is provided with the opportunity to correct the issue.
- Passes are not granted the first nor the last 10 minutes of class due to the proximity to passing time. It is also essential for us to have all students participate in and attend to the instructions, assignments, and activities at the beginning and end of class.
- It is assumed that students who arrive late to class have already taken care of personal needs and will not be granted a pass for that class period.
- Passes will not be written for other classrooms when classes are in session. Students need to plan another time besides class time to check-in with a teacher.
- Please limit Health Office visits to three times per week unless an Emergency Action Plan is on record.

Working with our Student Council, we have an additional "FLEX PASS." Use of these passes is up to the discretion of the teacher in the classroom for emergency situations and other special circumstances.

What does our Cub Core 4 look like in the Hallway when you pass between classes or on a pass from class?

	I demonstrate... Integrity ... by doing what is expected through my words and actions.	I demonstrate... Responsibility ... by being accountable for my behavior.	I demonstrate... Engagement ... by actively demonstrating the expectations of my environment.	I demonstrate... Empathy ... by understanding others' emotions, perspectives and experiences.
HALLWAYS & COMMON AREAS	-Remain in my personal bubble -Maintain the personal space of those around me -Keep moving to my next destination	-Quietly walk to expected destination -Sit on benches -Use tables for their intended purpose -Slow down and walk purposefully in narrow spaces and on stairs	-Make space for others and stay on right -Walk quickly and safely to expected destination -Encourage my friends to clear the hallways and common areas -Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	-Maintain my personal bubble -Assist others' ability to move from place to place -Listen to your music choices privately, with headphones

	Demuestro... Integridad ... haciendo lo que se espera a través de mis palabras y acciones.	Demuestro... Responsabilidad ... siendo responsable de mi comportamiento.	Demuestro... Compromiso ... demostrando activamente las expectativas de mi ambiente.	Demuestro... Empatía ... mediante la comprensión de las emociones, perspectivas y experiencias de los demás.
PASILLOS Y ÁREAS COMUNES	-Permanecer en mi burbuja personal -Mantener el espacio personal de quienes me rodean. -Seguir avanzando hacia mi próximo destino	-Camine tranquilamente al destino esperado -sentarse en bancos -Use las tablas para su propósito previsto -Disminuya la velocidad y camine con determinación en espacios estrechos y escaleras.	-Haz espacio para los demás y mantente a la derecha -Camine de forma rápida y segura al destino esperado -Animar a mis amigos a despejar los pasillos y las zonas comunes -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Mantener mi burbuja personal -Ayudar a la capacidad de otros para moverse de un lugar a otro -Escuche sus opciones de música en privado, con audifonos

What does our Cub Core 4 look like in the classroom?

	I demonstrate... Integrity ... by doing what is expected through my words and actions.	I demonstrate... Responsibility ... by being accountable for my behavior.	I demonstrate... Engagement ... by actively demonstrating the expectations of my environment.	I demonstrate... Empathy ... by understanding others' emotions, perspectives and experiences.
CLASSROOMS	-Use my planner to facilitate learning in all classrooms -Complete all my own assignments and homework -Remain in my personal bubble -Maintain the personal space of those around me -Use technology only with permission or at appropriate times -Take pride in my work -Be honest with yourself and others -Be accountable for what is expected	-Have a ready-to-learn attitude with all materials for class -Be on time for class -Maintain a clean and orderly workspace -Use materials and skills to solve my problems -Follow classroom guidelines and agreements	-Raise my hand to contribute thoughts and ideas -Ask and answer questions -Collaborate with my teacher and classmates -Be an active learner: Participate fully, complete my work and contribute to moving learning forward -Maintain clothing that aligns with WCSD dress code and the Clayton uniform policy	-Show tolerance for opposing perspectives and opinions -Listen actively with consideration and an open mind -Do my part when working with others -Use language and communicate at a volume expected for the setting

	Demuestro... Integridad ... haciendo lo que se espera a través de mis palabras y acciones.	Demuestro... Responsabilidad ... siendo responsable de mi comportamiento.	Demuestro... Compromiso ... demostrando activamente las expectativas de mi ambiente.	Demuestro... Empatía ... mediante la comprensión de las emociones, perspectivas y experiencias de los demás.
AULAS	-Usar mi planificador para facilitar el aprendizaje en todas las aulas -Completar todas mis tareas y deberes -Permanecer en mi burbuja personal. -Mantener el espacio personal de quienes me rodean. -Usar la tecnología solo con permiso o en los momentos apropiados -Enorgullecerse de mi trabajo. -Sé honesto contigo mismo y con los demás. -Ser responsable de lo que se espera	-Tener una actitud lista para aprender con todos los materiales para la clase. -Llegar a tiempo a clase. -Mantener un espacio de trabajo limpio y ordenado. -Usar materiales y habilidades para resolver mis problemas. -Seguir las guias y acuerdos del salón de clases	-Levantar la mano para aportar pensamientos e ideas. -Haz y responder preguntas -Colaborar con mi profesor y compañeros de clase. -Ser un aprendiz activo: participar completamente, completar mi trabajo y contribuir a que avance el aprendizaje -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Mostrar tolerancia a las perspectivas y opiniones opuestas -Escuchar activamente con consideración y una mente abierta -Hacer mi parte cuando trabajo con otros -Usar el lenguaje y comunicarse a un volumen esperado para el escenario

Week 5

Monday: 9/9/24	Tuesday: 9/10/24	Wednesday: 9/11/24
1º	**1º**	**1º**
☐ ☐	☐ ☐	☐ ☐
2º	**2º**	**2º**
☐ ☐	☐ ☐	☐ ☐
3º	**3º**	**3º**
☐ ☐	☐ ☐	☐ ☐
4º	**4º**	**4º**
☐ ☐	☐ ☐	☐ ☐
5º	**5º**	**5º**
☐ ☐	☐ ☐	☐ ☐
6º	**6º**	**6º**
☐ ☐	☐ ☐	☐ ☐

Archie
Clayton
Middle School

Week 5

Thursday:	9/12/24	Friday:	9/13/24
Advisory		**Advisory**	

☐
☐

6º		**3º**	

☐
☐

5º		**2º**	

☐
☐

4º		**1º**	

☐
☐

Enrichment/Intervention		**Enrichment/Intervention**	

☐
☐

Notes and Reminders

Planning Ahead
for Week 6
To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Clayton Middle School

Week 6

Monday: 9/16/24	Tuesday: 9/17/24	Wednesday: 9/18/24
1º	**1º**	**1º**
☐ ☐	☐ ☐	☐ ☐
2º	**2º**	**2º**
☐ ☐	☐ ☐	☐ ☐
3º	**3º**	**3º**
☐ ☐	☐ ☐	☐ ☐
4º	**4º**	**4º**
☐ ☐	☐ ☐	☐ ☐
5º	**5º**	**5º**
☐ ☐	☐ ☐	☐ ☐
6º	**6º**	**6º**
☐ ☐	☐ ☐	☐ ☐

Student Planner

Week 6

Thursday:	9/19/24	Friday:	9/20/24

Advisory

☐

☐

6º

☐

☐

5º

☐

☐

4º

☐

☐

Enrichment/Intervention

☐

☐

Notes and Reminders

Advisory

☐

☐

3º

☐

☐

2º

☐

☐

1º

☐

☐

Enrichment/Intervention

☐

☐

Planning Ahead

for Week 7

To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Week 7

Monday:	9/23/24	Tuesday:	9/24/24	Wednesday:	9/25/24
1º		**1º**		**1º**	
☐		☐		☐	
☐		☐		☐	
2º		**2º**		**2º**	
☐		☐		☐	
☐		☐		☐	
3º		**3º**		**3º**	
☐		☐		☐	
☐		☐		☐	
4º		**4º**		**4º**	
☐		☐		☐	
☐		☐		☐	
5º		**5º**		**5º**	
☐		☐		☐	
☐		☐		☐	
6º		**6º**		**6º**	
☐		☐		☐	
☐		☐		☐	

Student Planner

Week 7

Thursday: 9/26/24	Friday: 9/27/24
Advisory	**Advisory**
☐	☐
☐	☐
6º	**3º**
☐	☐
☐	☐
5º	**2º**
☐	☐
☐	☐
4º	**1º**
☐	☐
☐	☐
Enrichment/Intervention	**Enrichment/Intervention**
☐	☐
☐	☐

Notes and Reminders

Planning Ahead

for Week 8
To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Clayton Middle School

Week 8

Monday: 9/30/24	Tuesday: 10/1/24	Wednesday: 10/2/24
1º	**1º**	**1º**
☐ ☐	☐ ☐	☐ ☐
2º	**2º**	**2º**
☐ ☐	☐ ☐	☐ ☐
3º	**3º**	**3º**
☐ ☐	☐ ☐	☐ ☐
4º	**4º**	**4º**
☐ ☐	☐ ☐	☐ ☐
5º	**5º**	**5º**
☐ ☐	☐ ☐	☐ ☐
6º	**6º**	**6º**
☐ ☐	☐ ☐	☐ ☐

Archie **Clayton** Middle School

Week 8

Thursday: 10/3/24	Friday: 10/4/24
Advisory	**Advisory**
☐	☐
☐	☐
6°	**3°**
☐	☐
☐	☐
5°	**2°**
☐	☐
☐	☐
4°	**1°**
☐	☐
☐	☐
Enrichment/Intervention	**Enrichment/Intervention**
☐	☐
☐	☐
Notes and Reminders	

Planning Ahead

for Week 9
To Do/Missing/Make-Ups

☐	Fall Break is next week
	- No School October 7-11
☐	Teacher PD on October 14
	- No School on Oct. 14
☐	End of the grading period is
	October 18th. Complete all
	all assignments and check for
	incomplete/missing work
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

27

Week 9

Monday:	10/14/24	Tuesday:	10/15/24	Wednesday:	10/16/24

– Staff Professional Development Day –
No School for Students

1º

☐
☐

2º

☐
☐

3º

☐
☐

4º

☐
☐

5º

☐
☐

6º

☐
☐

1º

☐
☐

2º

☐
☐

3º

☐
☐

4º

☐
☐

5º

☐
☐

6º

☐
☐

Archie Clayton Middle School

Week 9

Thursday:	10/17/24	Friday:	10/18/24
Advisory		**Advisory**	
☐		☐	
☐		☐	
6º		**3º**	
☐		☐	
☐		☐	
5º		**2º**	
☐		☐	
☐		☐	
4º		**1º**	
☐		☐	
☐		☐	
Enrichment/Intervention		**Enrichment/Intervention**	
☐		☐	
☐		☐	
Notes and Reminders			

Planning Ahead
for Quarter 2
To Do/Missing/Make-Ups

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

Citizenship and Employability Skills (S.L.B.) **Rubric**

	Academic Conduct	Work Completion	Working w/ Other Students	Working w/ Adults
4 Exceeding	The student: - Arrives on time, prepared for class every day. - Participates every day, actions drive instruction forward. - Consistently does what's expected and helps others do the same.	The student: - Completes work as assigned every day. - Routinely submits work on time. - Takes full advantage of retake/redo opportunities and support.	The student: - Effectively leads a group of students. - Can help resolve most conflicts. - Seeks out different points of view. - Embraces diversity in others.	The student: - Assumes responsibility for learning by seeking help and asking questions in a timely manner. - Consistently listens and follows suggestions given by adults. - Consistently demonstrates effective communication skills and willingness to work with adults.
3 Meeting	The student: - Arrives on time, prepared for class consistently. - Participates in class, actions benefit instruction. - Accepts responsibility for actions, rarely requires redirection.	The student: - Inconsistently completes work assigned. - Inconsistently submits work on time. - Occasionally takes advantage of retake/redo opportunities and support.	The student: - Effectively communicates with other students. - Does not participate in conflicts. - Accepts different points of view. - Accepts diversity in others.	The student: - Usually assumes responsibility for learning by seeking help and asking questions in a timely manner. - Usually listens and follows suggestions given by adults. - Usually demonstrates effective communication skills and willingness to work with adults.
2 Developing	The student: - Arrives on time, prepared for class inconsistently. - Participates in class, actions at times distract from instruction. - Usually follows redirection and changes actions.	The student: - Rarely completes work assigned. - Rarely submits work on time. - Rarely takes advantage of retake/redo opportunities and support.	The student: - Occasionally communicates effectively with other students. - Does not escalate conflicts. - Occasionally accepts different points of view. - Occasionally accepts diversity in others.	The student: - Occasionally seeks help and asked questions when needed. - Inconsistently listens and follows suggestions given by adults. - Sometimes demonstrates effective communication skills and willingness to work with adults.
1 Insufficient Progress	The student: - Rarely brings materials to class, even with teacher coaching. - Rarely participates, comments often distract from instruction. - Does not follow redirection to change action.	The student: - Rarely completes work assigned. - Rarely submits work on time. - Rarely takes advantage of retake/redo opportunities and support.	The student: - Does not communicate effectively with other students. - Escalates conflicts. - Does not accept different points of view. - Does not accept diversity in others.	The student: - Rarely seeks help and asks questions when needed. - Rarely listens and follows suggestions given by adults. - Rarely demonstrates effective communication skills and willingness to work with adults.
0 No Evidence	Even with help, the student: - Does not bring materials. - Does not participate. - Does not follow directions. - Escalates situation when given redirection.	Even with help, the student: - Does not complete work as assigned. - Does not submit work on time. - Does not take advantage of retake/redo opportunities and support.	The student: - Initiates conflict. Even with help, the student: - Does not communicate effectively. - Does not accept different points of view. - Does not accept diversity.	Even with help, the student: - Does not seek help and asks questions. - Does not listen and follow suggestions given by adults. - Does not demonstrate effective communication skills or a willingness to work with adults.

Student Handbook Quick-Reference

This handbook quick-reference highlights important components of our school and district student handbooks. This includes guidelines, policies, procedures and regulations that are frequently reviewed throughout our Cub Community. The topics are highlights. In most cases more complete information on these topics is maintained online. Both Clayton and WCSD handbook topics are updated on occasion and the complete, official version of our handbook is compiled and linked online. Visit www.washoeschools.net/Page/18199 or point your phone's camera at the QR code provided here.

For access to other online information about our school, refer to our Link Library in the next section.

Clayton-Specific Topics

Absences & Make-Up Work – We ask that our office be informed each time a student is going to be absent from school. Families can report absences through Infinite Campus online, the Infinite Campus app or by calling the office at 775-746-5860 (select Option 1). It is the responsibility of the student to request make-up work from their teachers when they return to school after an absence. Teachers must provide make-up work for concepts missed by the student within two days of the student returning to class after an absence. Students have the number of days absent plus one day to complete the work. Check the Make-Up Work page on our website for resources.

Arrival & Dismissal – For student safety, we ask that students arrive no earlier than 7:10am and exit campus within the first ten minutes following the final bell. The front doors to the North Courtyard open at 7:10am. Students are supervised in the North Courtyard and Cafeteria until the first bell rings at 7:25am. If students are dropped off or picked up by vehicles, we ask that personal vehicles avoid the main parking lots between 7:00-7:30am and 1:30-2:30pm. During this time, student drop-off and pick-up is available on the two side streets adjacent to the school. The lower parking lot is available for student drop-off, pick-up and visitor parking during all other times. We ask that the front of the school be reserved for buses and emergency vehicles during school hours. Visit our website for a map of pick-up and drop-off map.
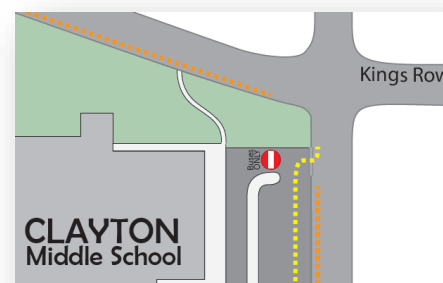
Awards & Incentives – We identify and teach expected and pro-social behavior that promotes academic and social-emotional success at Clayton Middle School. The skills that we teach and reinforce build positive habits that benefit students in middle school and beyond. As part of our Positive Behavior Intervention and Supports program, we provide awards, incentives and celebrations for students that meet or show progress toward our academic and individual goals. Awards relate to academic progress and effort, overall GPA and demonstration of our Cub Core 4. A list of awards can be found on our website. Incentives include community events like dances, after-school activities and Cub Bucks (to purchase items in our student store). Students in good standing are invited to participate in these activities.

Basketballs, Soccer Balls and Other Equipment – Students who bring sports equipment to use at lunch need to check the equipment in at the Cub Den (B101) before school. Students can check-in at the B-Hall door before entering the building. The equipment will be made available during lunch. This process makes sure that personal sports equipment does not create a distraction during class and passing periods.

Bicycles, Scooters & Skateboards – Students riding personal bicycles, scooters, and skateboards (electric and student-powered) are asked to follow the rules of road and pedestrian safety. This includes riding in designated areas and watching out for people and vehicles. All sidewalks on campus are for walking. Students with wheeled personal transportation are required to walk their equipment while on campus. Bike racks are provided for secure storage and smaller items may be placed in the green equipment boxes at the front of the school. Clayton is not responsible for lost or stolen items.

Cub Core 4 (PBIS) – Our Clayton Cub Core 4 is our way to clearly communicate and teach how we operate and expect others to operate at our school. It is the foundational element of our Positive Behavior Interventions and Supports (PBIS) system. At our school we value **Integrity**, **Responsibility**, **Engagement** and **Empathy**. When following our Cub Core 4, students will be able to say:

- "I demonstrate integrity by doing what is expected through my words and actions."
- "I demonstrate responsibility by being accountable for my behavior."
- "I demonstrate engagement by actively demonstrating the expectations of my environment."
- "I demonstrate empathy by understanding others' emotions, perspectives, and experiences."

Our Cub Core 4 Matrix identifies our expected behaviors in all areas including in Classrooms, on Athletic Fields and in the Gymnasium, in Hallways and Common Areas, in the Cafeteria, in the Restrooms, at Arrival and Dismissal, and at On/Off-Campus Events. The Cub Core 4 Matrix is provided online and, in this planner, (p.2).

Electronic Devices – We have updated this policy. Students may have cell phones, smart watches, tablets, and other electronic devices on campus. Our policy is intended to promote focus and engagement in our academic activities while at school and limit interference with student learning. Our process is outlined below:

1. Students will turn their phones to "off" or "silent" and place them in their backpack or zipper binder. Phones are to remain untouched and in students' backpacks or zipper binder for the entire class period. (Phones are not to be placed on desks, stored in pockets or anywhere that is immediately accessible; phones in pockets are considered accessible and a distraction during class time.)

2. Teacher will use the Clayton Remind Cycle when phones are observed out during class time. Teacher will remind student of the policy and provide two productive choices:
   a. Turn off the phone or personal device and place it in the student's backpack or zipper binder.
   b. Turn off the phone or personal device and place it in the classroom lock box (and returned at the end of the class period).

3. Students will be provided with many opportunities to make the productive choice to follow this procedure. If teacher reminders become chronic, teachers will submit a Behavior Minor under the title of technology violation.

4. An administrative designee will run the report weekly. Students with a technology violation minor will serve a focused detention and agree to enhanced expectations.

5. Progressive steps for future minor infractions include:
   a. Parent conference
   b. Development of a technology plan
   c. After school detention
   d. In-school suspension

IDs – Students should always have their ID cards. The ID card is used for entry to the building when late to school and required on WCSD buses. IDs are also used for access to use earned Super Cub privileges, extracurricular activities, sporting events, library materials and lunch equipment. Replacement IDs are available for purchase in the front office. We recommend students take a picture of their student ID with their phone as a back-up.

Lockers – Students are not assigned lockers. We encourage the use of zip binders to transport belongings between classes. Backpacks are not necessary to transport materials to and from school and between classes. If a backpack becomes a distraction or used to continually bring items that distract from the learning environment, students will be required to use a zip binder.

Student Expectations –We identified six key behaviors that set students up for success. These are behaviors that students can demonstrate every day to help them be successful:

1. Be on time for class.
2. Have a ready-to-learn attitude with all materials for class.

3. Use this planner to organize work and facilitate learning in all classrooms.
4. Be an active learner: Participate fully, complete work and contribute to moving learning forward.
5. Use language and communicate at a volume expected for the classroom.
6. Complete all assignments and homework.

Student success can be measured by academic grades and assessments, work completed, student learning behavior grades and attendance.

Expectations for student behavior are included in our Cub Core 4 Matrix (p. 2). Behavior that impedes the learning environment, creates a disruption or that presents a danger to our campus is subject to the district's progressive discipline process. The complete behavior manual is posted in the WCSD Handbook Topics section of our website. Administration and staff at Clayton Middle School are dedicated to helping students understand the impact of their choices, learn from mistakes, and repair harm caused.

Uniforms – Our uniform policy promotes a safe, respectful, and healthy school environment that is focused on learning. The first step to your success in the classroom is to show your ready-to-learn attitude by choosing to make clothing choices that support your learning and the learning of others. Below are guidelines to help clarify our expectations here at school. These are our minimum expectations. You can always wear more, please don't show up wearing less. Details of our adopted uniform policy can be found online. Review page 4 for more information. When students are welcomed at the door, we check for:

- **Main Layer (tops)**: The uniform shirt (collared or crew neck; with or without the Clayton logo). Solid color (Black, hunter green or white). This is required at all times.

- **Main Layer (bottoms)**: Pants, jeans, skirts/skorts, shorts in solid colors. No patterns or pajamas.

- **Underlayer:** Items worn below the shirt. Should be solid and comply with our colors. This is optional.

- **Outer Layer**: Sweatshirts, long-sleeved pullovers. Should be solid and comply with our colors. Uniform shirt is still required since outer layers can be removed.

- **Outer Wear**: Jackets and coats. Generally, these are removed in all indoor learning spaces. Colors and styles of outerwear (jackets and coats) are not required to meet the color/style specifications outlined above. A uniform shirt is still required since outer layers can be removed.

- Additional requirements:
  o **Footwear**: Shoes should be safe and stable. If shoes are sandals, they must have a heal strap. Slippers may not be worn at school.

Students found out of dress code will be asked to correct the issue before entering the building upon arrival in the morning. They are expected to maintain the uniform throughout the day. Loaners are available to assist students meet the uniform requirements. Families will be contacted if uniform issues cannot be corrected at school or if there is a consistent issue with following our uniform policy. We seek to find a proactive, positive solution to uniform issues and will follow steps outlined online if students do not consistently follow the expectation to be in uniform daily.

WCSD-Specific Topics

Dress Code – The student dress code shall be in effect on District property, to include on District transportation, when school is in session, and when representing a school or the district as a participant at a District sanctioned activity. This dress code provides additional information about the fit and fashion of school-appropriate dress. This policy is used with our school uniform policy noted above.

Release of Students During School Hours –Students are not to be released from school at the request of any person other than the parent(s) or guardian(s) with whom they are living as shown on the

enrollment card, except for law enforcement officers as described in the online policy. *Please plan ahead when picking up a student from school. Release may be delayed if requested during lunch times or within the last fifteen (15) minutes of the school day.* Refer to our school bell schedules for our lunch and daily release times.

Responsible Use of Technology –District technology and digital media must be used safely, responsibly, and ethically at all times. For increased security, each student will receive a personalized password that they are encouraged to keep private. The online district policy outlines appropriate and prohibited uses of district technology and public networks.

Safe & Respectful Learning Environment – Together we can make Clayton Middle School a safe and respectful learning environment for all. We address all instances of bullying, harassment and/or discrimination and commit to promptly investigate accusations and implement remedies and interventions. The procedures for responding to complaints and concerns regarding bullying, harassment and/or discrimination are included with the WCSD Handbook Topics in our online handbook.

Transportation –You are able to find your school bus stop and route information through our website (click on Our School Information). **Students are required to check on and off the bus with their student ID**. It is recommended that students take a picture of their student ID with their phone as a back-up. Please note that riding the bus is a privilege and not a right. Students receiving a transportation citation will be given an opportunity to correct the behavior in question. Disorderly or rude conduct can be subject to suspension of this privilege. If damage is incurred because of student behavior on the bus, damages will be billed to the family and must be paid before transportation privileges are reinstated. Conduct on the bus will be communicated to families and may require a meeting with school administration. If a student receives a transportation suspension, it is not a suspension from school. The burden of transportation falls on the family to get the students to school each day. Please review the complete policy online.

Campus Programs & Services

Athletics – We offer an interscholastic sports program for our 6th, 7th and 8th grade students. To be eligible, a student must maintain a 2.5 grade point average, with no failing grades and good citizenship. The following sports are offered:

- Cross Country (Boys and Girls)
- Girls Basketball
- Boys Basketball
- Girls Volleyball

- Wrestling (Boys and Girls)
- Soccer (Boys and Girls)
- Track (Boys and Girls)

Clayton

Clayton Home ↓
  Register for School
  Report Absence Online
  Student Records Request

Our Important Announcements +

Our School Calendar & Events

Our School Information +

Our Staff

Our Teams & Programs ↓
  Athletics Program

Our Athletics Program

General Information

Clayton Middle School offers a wide range of athletic events, including Clayton athletics teams, physical education classes and intramural programs. Plan ahead to try-out for one of our school teams, review our **Sports Schedule**. Follow **this link** for additional information about **WCSD Athletics**.

Athletic Paperwork & Fees

All middle school students participating in a sport will be required to complete the **Middle School Athletic and Athletic Support Group Clearance Form**. Athletes are also required to pay a **transportation fee** of **$10** per athlete, per year, regardless of the number of sports the student participates in that year.

These fees offset not only the cost of local travel, but state travel outside our area. Costs for travel have steadily increased. And it is our goal to maintain a high level of service to our students. If you have any questions regarding these fees, please call the Student Activities and Athletics Department at 775-353-6901.

For more information, visit Our Athletics Program page on Clayton's website.

Counselors - Clayton is fortunate to have three school counselors. If you would like to see your counselor, you may make an appointment by filling out an appointment pass outside the counselor's office. Students must have a pass from the teacher or counselor to go to the counselor's office. Drop-ins are not accepted. Please plan ahead and request a pass if you need to speak to a counselor.

Health Office - The health office is located by the main office. Students enter through B Hall for any and all health issues and should have a pass. Parents will be contacted by the clinic aide and/or school nurse. Students should limit Health Office visits to a maximum of three per week unless they have a specific Emergency Action Plan on file with the clinical aide/nurse.

Library/Makers Space - The library serves as a great resource. Students will learn valuable skills in reading, writing, research, online tools, and digital citizenship.

- **GUIDELINES:** Students must follow our Cub Core 4 Expectations for the Library/Makers Space.
    - o Students using the library during the school day must have a pass from their teacher, unless the class comes to the library as a group.
    - o Students that would like to access the Makers Space during lunch need to meet the librarian at the beginning of the lunch period outside of the Café. Once students transition to the Makers Space, they must remain there the duration of the lunch period. Unless escorted out of the Library to another designated lunch space (Café or Backyard).
    - o Magazines and books may be checked out for two weeks and renewed as necessary. Library materials should be returned promptly.
    - o All lost and damaged library materials must be paid for in accordance with Nevada statutes. The cost of a lost library book depends upon the cost of replacement. If the identical book is no longer available, the librarian will replace the lost book or materials with something that is similar in type and content. Students will be charged the replacement cost of lost materials.

Nutrition Services – Breakfast and lunch are served daily. You can access menus and other information though the nutrition services website: http://www.washoeschools.net/Page/1125 (also linked on our website under Our school Information).

- **BREAKFAST GUIDELINES:** Students may select breakfast items from 7:10 to 7:25. Student ID number is required for school meals. Limited items are available for students that arrive late to school between 7:25 and 7:40.

- **LUNCH GUIDELINES:** All students need to report to the Cafe promptly during their lunch period. Food service ends before the end of the lunch period, and we do not want students to miss lunch services. Students are welcome to bring meals from home.
    - o Students are asked to follow our Cub Core 4 Cafeteria expectations (please see our Matrix on p. 2).
    - o Students are not allowed in the courtyards or halls during lunch. If they have an appointment with a teacher, students need to meet the teacher at the beginning of the lunch period outside of the Café.
    - o Cutting in the lunch lines, saving places in line, or buying food for friends is not allowed. Keep your lunch pin/student identification number confidential.
    - o Students are not to order food from outside vendors/restaurants to be delivered to school at any time.
    - o Clayton is a closed campus. Students may not leave the campus at lunch unless checked-out by a parent/guardian in the office.
    - o Food served from the lunchroom is not allowed in the halls, the classrooms or on the outside grounds.
    - o Upon finishing lunch, all students are to go directly outside.

Students are dismissed to the exterior fields through the cafeteria. Once students have exited the Café, they will not be readmitted. No student will be allowed access to any other hall unless escorted by a staff member.

Important Link Library

Below is a list of important links that offer mode information about our school. Point your phone's camera at the QR code provided and you will be directed to a web resource about that topic. These resources are reviewed often and updated when necessary.

Bell Schedule: Access our bell schedules here. Please arrive at school no earlier than 7:10am. Our campus supervision begins at that time.

Clayton Calendar: Access our calendar of activities, events, and important dates. You can access WCSD school year calendars from this link or by visiting washoeschools.net/Page/5436.

Clayton Website: This is our school website and includes everything related to our campus, policies, processes, procedures, and staff contacts. Access calendar, links, and updates here as well. We work hard to keep this website updated for you.

Clever: Students can access all our instructional programs through Clever. This includes Dreambox, Go Math, Lexia, and Paper Tutoring.

Infinite Campus – Student/Parent: Student and families can access assessment, assignments, attendance, grades, schedule and more information. Mobile app, tutorials and informational videos available at https://www.washoeschools.net/page/928.

Microsoft Office 365: Students can access all our Microsoft Instructional resources though Office 365. This includes apps like OneDrive, Excel, Word, PowerPoint, Teams and more. For login and additional information, visit www.washoeschools.net/Domain/628.

Safe Voice: Students, parents, and faculty have access to SafeVoice, an anonymous reporting system used to report threats to safety or well-being of students. In partnership with the Nevada Department of Public safety, the SafeVoice program provides students a safe place to submit tips concerning their own safety or that of others. A fully trained professional team of experts responds 24/7/365. Call1.833.216.SAFE (7233).

Staff: Access staff list and school contacts here.

Transportation: Access contact, bus stop and routing information here.

www.washoeschools.net/clayton

36

Student Learning Resources

Resource:	25 X 25 Multiplication Chart	Most Likely Used:	Math, Science, Tech Classes

X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60	63	66	69	72	75
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100	105	110	115	120	125
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120	126	132	138	144	150
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140	147	154	161	168	175
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160	168	176	184	192	200
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180	189	198	207	216	225
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	210	220	230	240	250
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220	231	242	253	264	275
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240	252	264	276	288	300
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260	273	286	299	312	325
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280	294	308	322	336	350
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300	315	330	345	360	375
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320	336	352	368	384	400
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340	357	374	391	408	425
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360	378	396	414	432	450
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380	399	418	437	456	475
20	20	40	60	21	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400	420	440	460	480	500
21	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315	336	357	378	399	420	441	462	483	504	525
22	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330	352	374	396	418	440	462	484	506	528	550
23	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345	368	391	414	437	460	483	506	529	552	575
24	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360	384	408	432	456	480	504	528	552	576	600
25	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375	400	425	450	475	500	525	550	575	600	625

Resource:	Accountable Talk	Most Likely Used:	in all academic discussions

When you notice that -	Say -
- You don't understand a topic/discussion:	- Can you tell me more? - Woud you say that again? - Can you give me anopther example so I can understand?
- You need to justify your reasoning:	- This reminds me of [ ] because [ ]. - I believe this is true because [ ].
- Something sounds incorrect:	- I am not sure that is right. Can you tell me why you think it is true? - Can you show me a place in the book that illustrates that idea?
- You need to support your statement/idea:	- Read a passage from the book that illustrates your idea. - Bring another source of information to support your idea.
- You want to use ideas from others to add to your own:	- I agree with [ ] because [ ]. - [ ]'s idea reminds me of [ ].

Resource:	Periodic Table of Elements	Most Likely Used:	Science classes

PERIODIC TABLE OF ELEMENTS

Key:
- Atomic #
- Symbol
- Name
- Weight

States:
- C Solid
- Hg Liquid
- H Gas
- Rf Unknown

Categories:
- Nonmetals: Noble gases, Other nonmetals
- Metalloids
- Metals: Post-transition metals, Transition metals, Lanthanoids (Lanthanides), Actinoids (Actinides), Alkaline earth metals, Alkali metals

Group →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1 H Hydrogen 1.008																	2 He Helium 4.0026
2	3 Li Lithium 6.94	4 Be Beryllium 9.0122											5 B Boron 10.81	6 C Carbon 12.011	7 N Nitrogen 14.007	8 O Oxygen 15.999	9 F Fluorine 18.998	10 Ne Neon 20.180
3	11 Na Sodium 22.990	12 Mg Magnesium 24.305											13 Al Aluminium 26.982	14 Si Silicon 28.085	15 P Phosphorus 30.974	16 S Sulfur 32.06	17 Cl Chlorine 35.45	18 Ar Argon 39.948
4	19 K Potassium 39.098	20 Ca Calcium 40.078	21 Sc Scandium 44.956	22 Ti Titanium 47.867	23 V Vanadium 50.942	24 Cr Chromium 51.996	25 Mn Manganese 54.938	26 Fe Iron 55.845	27 Co Cobalt 58.933	28 Ni Nickel 58.693	29 Cu Copper 63.546	30 Zn Zinc 65.38	31 Ga Gallium 69.723	32 Ge Germanium 72.630	33 As Arsenic 74.922	34 Se Selenium 78.971	35 Br Bromine 79.904	36 Kr Krypton 83.798
5	37 Rb Rubidium 85.468	38 Sr Strontium 87.62	39 Y Yttrium 88.906	40 Zr Zirconium 91.224	41 Nb Niobium 92.906	42 Mo Molybdenum 95.95	43 Tc Technetium (98)	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.91	46 Pd Palladium 106.42	47 Ag Silver 107.87	48 Cd Cadmium 112.41	49 In Indium 114.82	50 Sn Tin 118.71	51 Sb Antimony 121.76	52 Te Tellurium 127.60	53 I Iodine 126.90	54 Xe Xenon 131.29
6	55 Cs Caesium 132.91	56 Ba Barium 137.33	57–71	72 Hf Hafnium 178.49	73 Ta Tantalum 180.95	74 W Tungsten 183.84	75 Re Rhenium 186.21	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.97	80 Hg Mercury 200.59	81 Tl Thallium 204.38	82 Pb Lead 207.2	83 Bi Bismuth 208.98	84 Po Polonium (209)	85 At Astatine (210)	86 Rn Radon (222)
7	87 Fr Francium (223)	88 Ra Radium (226)	89–103	104 Rf Rutherfordium (267)	105 Db Dubnium (268)	106 Sg Seaborgium (269)	107 Bh Bohrium (270)	108 Hs Hassium (277)	109 Mt Meitnerium (278)	110 Ds Darmstadtium (281)	111 Rg Roentgenium (282)	112 Cn Copernicium (285)	113 Nh Nihonium (286)	114 Fl Flerovium (289)	115 Mc Moscovium (290)	116 Lv Livermorium (293)	117 Ts Tennessine (294)	118 Og Oganesson (294)

Lanthanoids:

57 La Lanthanum 138.91	58 Ce Cerium 140.12	59 Pr Praseodymium 140.91	60 Nd Neodymium 144.24	61 Pm Promethium (145)	62 Sm Samarium 150.36	63 Eu Europium 151.96	64 Gd Gadolinium 157.25	65 Tb Terbium 158.93	66 Dy Dysprosium 162.50	67 Ho Holmium 164.93	68 Er Erbium 167.26	69 Tm Thulium 168.93	70 Yb Ytterbium 173.05	71 Lu Lutetium 174.97

Actinoids:

89 Ac Actinium (227)	90 Th Thorium 232.04	91 Pa Protactinium 231.04	92 U Uranium 238.03	93 Np Neptunium (237)	94 Pu Plutonium (244)	95 Am Americium (243)	96 Cm Curium (247)	97 Bk Berkelium (247)	98 Cf Californium (251)	99 Es Einsteinium (252)	100 Fm Fermium (257)	101 Md Mendelevium (258)	102 No Nobelium (259)	103 Lr Lawrencium (266)

For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses.

Ptable.com

Archie **Clayton** Middle School

Student Shout Out

Student Name:

Reason for Nomination (Connect Reason to One of our Cub Core Four)

Cub Core 4 Criteria	Cub Core 4 Criteria (choose one)	
	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Student Shout Out

Student Name:

Reason for Nomination (Connect Reason to One of our Cub Core Four)

Cub Core 4 Criteria	Cub Core 4 Criteria (choose one)	
	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Student Shout Out

Student Name:

Reason for Nomination (Connect Reason to One of our Cub Core Four)

Cub Core 4 Criteria	Cub Core 4 Criteria (choose one)	
	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Staff Shout Out

Staff Member Name:	Cub Core 4 Criteria (choose one)	
Reason for Nomination (Connect Reason to One of our Cub Core Four)	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Staff Shout Out

Staff Member Name:	Cub Core 4 Criteria (choose one)	
Reason for Nomination (Connect Reason to One of our Cub Core Four)	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Staff Shout Out

Staff Member Name:	Cub Core 4 Criteria (choose one)	
Reason for Nomination (Connect Reason to One of our Cub Core Four)	☐	Integrity
	☐	Responsibility
	☐	Engagement
	☐	Empathy

Student Planner

Archie Clayton Middle School

Core 4	Demuestro... **Integridad** ... haciendo lo que se espera a través de mis palabras y acciones.	Demuestro... **Responsabilidad** ... siendo responsable de mi comportamiento.	Demuestro... **Compromiso** ... demostrando activamente las expectativas de mi ambiente.	Demuestro... **Empatía** ... mediante la comprensión de las emociones, perspectivas y experiencias de los demás.
AULAS	-Usar mi planificador para facilitar el aprendizaje en todas las aulas -Completar todas mis tareas y deberes -Permanecer en mi burbuja personal. -Mantener el espacio personal de quienes me rodean. -Usar la tecnología solo con permiso o en los momentos apropiados -Enorgullecerse de mi trabajo. -Sé honesto contigo mismo y con los demás. -Ser responsable de lo que se espera	-Tener una actitud lista para aprender con todos los materiales para la clase. -Llegar a tiempo a clase. -Mantener un espacio de trabajo limpio y ordenado. -Usar materiales y habilidades para resolver mis problemas. -Seguir las guías y acuerdos del salón de clases	-Levantar la mano para aportar pensamientos e ideas. -Haz y responder preguntas -Colaborar con mi profesor y compañeros de clase. -Ser un aprendiz activo: participar completamente, completar mi trabajo y contribuir a que avance el aprendizaje -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Mostrar tolerancia a las perspectivas y opiniones opuestas -Escuchar activamente con consideración y una mente abierta -Hacer mi parte cuando trabajo con otros -Usar el lenguaje y comunicarse a un volumen esperado para el escenario
CANCHAS DEPORTIVAS Y GIMNASIO	-Mostrar deportividad positiva hacia todos. -Permanecer en mi burbuja personal. -Mantener el espacio personal de quienes me rodean. -Hacerme responsable de lo que se espera	-Exhibir un comportamiento seguro en todas las actividades. -Usar todo el equipo según lo diseñado y esperado para las actividades -Permanecer en su área asignada -Mantenga las escaleras y los pasillos despejados para que otros puedan pasar.	-Seguir las reglas acordadas de las actividades. -Dar estímulo positivo al ver actividades. -Participar con todo su esfuerzo y habilidad -Usar ropa asociada con la actividad o la escuela	-Usar el lenguaje esperado para el entorno -Fomentar positivamente el esfuerzo de todos -Mostrar tolerancia hacia los niveles de habilidad de los demás. -Escuche sus opciones de música en privado, con audífonos
PASILLOS Y ÁREAS COMUNES	-Permanecer en mi burbuja personal -Mantener el espacio personal de quienes me rodean. -Seguir avanzando hacia mi próximo destino	-Camine tranquilamente al destino esperado -sentarse en bancos -Use las tablas para su propósito previsto -Disminuya la velocidad y camine con determinación en espacios estrechos y escaleras.	-Haz espacio para los demás y mantente a la derecha -Camine de forma rápida y segura al destino esperado -Animar a mis amigos a despejar los pasillos y las zonas comunes -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Mantener mi burbuja personal -Ayudar a la capacidad de otros para moverse de un lugar a otro -Escuche sus opciones de música en privado, con audífonos
CAFETERÍA	-Permanecer en mi burbuja personal -Mantener el espacio personal de quienes me rodean. -Deseche la basura en los contenedores de basura, incluso si no es mío -Use el volumen de voz conversacional/interior y el idioma esperado para el entorno	-Comer como se esperaba -Usar palabras y acciones amables hacia los demás. -Empezar al final de la fila y mantener mi lugar en la fila -Limpiar mi área y colocar artículos no deseados en contenedores de basura	-Siéntate y come eficientemente -Unirse a conversaciones tranquilas con quienes me rodean -Ponerse de pie y salir rápidamente de la cafetería cuando haya terminado. -Seguir las instrucciones de los adultos y los comportamientos esperados. -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Ten paciencia con los demás y espera mi turno. -comer mi propia comida -Mantener la capacidad de los demás para comer en un ambiente tranquilo y seguro.
BAÑOS	-Coloque mochilas y artículos personales fuera de los baños. -Siga el comportamiento esperado incluso cuando no esté supervisado	-Use los baños durante la hora del almuerzo o el paso -Ir directamente al baño -Tenga un pase durante el tiempo de clase para usar el baño y regresar puntualmente	-Cuida tus necesidades rápidamente -Use el equipo del baño según lo diseñado -Lávese las manos y salga de inmediato. -Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	-Mantenga el baño limpio y accesible para los demás. -Mantener la privacidad de los demás.
LLEGADA	- Conozca las reglas de tránsito y hágase responsable - Anime a otros a estar seguros	- Siga las reglas de la carretera cuando camine o vaya a la escuela - Sea consciente de su entorno cuando venga al campus - Reportar comportamiento inseguro - Permanecer en el área designada en el patio. - Mantener comida y desperdicios en la cafetería	- Llegar a la escuela antes de las 7:25 am - Usar solo la entrada principal - Comer en la cafetería. - Socializar en el patio. - Mantener ropa que se alinee con el código de vestimenta de WCSD y la política de uniformes de Clayton	- Mantener mi burbuja personal - Modelar las reglas de tránsito para la seguridad de todos - Usar el lenguaje esperado para el escenario
DESPIDO	- Conocer las reglas de tránsito y hacerme responsable - Anime a otros a estar seguros - Estar siempre pendiente de mi entorno.	- Ir directamente a los autobuses y comenzar al final de la fila y mantener mi lugar en la fila - Caminar o llegar a casa como se esperaba - Siga las reglas de la carretera cuando camine o viaje a casa	- Salga por los pasillos delanteros o la puerta norte - Proceder directamente a los autobuses, vehículos o casa - Salir del campus dentro de los 10 minutos de la campana final	- Desplazarse ordenada y organizadamente hacia las salidas. - Salir de la escuela rápidamente para mi próximo destino. - Llegar a tiempo a mi próximo destino
EVENTOS DENTRO/FUERA DEL CAMPUS	- Permanecer dentro de los límites del evento. - Tomar decisiones que coincidan con las reglas del evento.	- Conocer las reglas esperadas del zevento. - Sigue las reglas del evento sin que te lo pidan	- Exhibir las reglas esperadas del evento - Seguir las instrucciones de los adultos. - Usar ropa asociada con la actividad o la escuela	- Modelar comportamientos esperados para el disfrute de todos - Usar el lenguaje esperado para el ambiente

First Level

N

Shower/Storage
SFC
Coach

Gymnasium

E101 | E102
Custodial | Server
Rest Room
Rest Room
D104 | D103
D101 | D102
C101 | C102

Stage
RR
RR

Kitchen
Cafeteria

Boiler Room
Restroom
Restroom

G102 | G101
F107 | F106 | F104 | F103
F108 | F105
F102
F101

Cub Cove

P
AP
Vestibule
Office
Work Room
Girls
Health Office
Boys
Dean
Dean

B101 | B102
A101 | A102

First Level

Archie Clayton Middle School

Second Level

Weights

E201 | E202
Rest Room
Rest Room
D204 | D203
D201 | D202
C101 | C102

Library
Staff Lounge

Cub Cove

Girls
Boys

B201 | B202
A201 | A202

Second Level

Archie Clayton Middle School