



Clonlara Campus Student Handbook

2016-2017 School Year

Signature/Date of Student Receipt: _____

Signature/Date Student Participated in Review: _____

Mission: Clonlara School's mission is to provide programs and services that recognize and support a learner's curiosity, strengths, interests and talents as the foundation of his/her educational experience.

Clonlara School Handbook
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I. History

Why would you want to start another school? This is what many people asked Pat Montgomery when she declared that she had a vision for a new school. There are so many schools out there already, what is going to be special about this school?

Pat had observed how many other schools operated - Montessori, Catholic, public, private - but their structure never seemed quite right. At the top she saw were the Superintendents, who made the policies; then the Principals and Teachers, who governed the schools and decided what would go on in the classrooms. Then on the fourth rung of the ladder came the parents, and after the parents came the lowest rung on the entire totem pole - the students. Pat realized that she wanted to start a school that turned this structure upside-down, so that the people who were directly affected by the classroom, the students and parents, were the ones who had the most say in what went on there. This vision was the beginning of Clonlara School.

Clonlara is an educational center quite unlike conventional schools. It is a community of learners; adults and children alike grow and develop here. Parents, staff and students, working together, make the decisions that govern their lives.

Pat and Jim Montgomery founded Clonlara in 1967. They envisioned a place where people of all creeds, races, and ages could learn and grow in a relaxed, unhurried setting. A place where learners would determine their own interests and follow through to learn what they choose. Where students would participate actively in their own learning. Where parental participants play an equal role in the life of the school. Where academic skills, the skills to solve problems that inevitably arise, the art of negotiating, settling differences and living in harmony are all given equal weight in the learning that happens. Where people, children and staff members are able to learn by their mistakes and build upon their successes. A place where the curriculum itself would be determined by staff, students, and parents acting together, and travel would be an integral part of the activities.

This vision became a reality with the October 2, 1967 opening of the nursery school. Over the years the school added students from ages five to eighteen, and the campus program is now a K through 12 program. In 1979, a second program grew from the first – the Home Based Education Program. It is now called the Off-Campus Program and serves home schoolers and their families across the nation and around the world.

Over the years, Clonlara has become a world-renowned, innovative educational setting. The Founders' hopes and plans have taken flight in ways they never could have imagined.

II. Philosophy

The freedom to live and grow, to focus on the individual needs, interests and abilities that each child forms - this is the basis for the very existence of Clonlara School.

Learning happens all the time. Clonlara school staff members do not labor under the misconception that schools have a premium on learning or that what a child learns at schools is of greater value than what he or she learns at home or elsewhere.

Neurological research suggests that every child has his or her own built-in developmental timetable, which differs for each child and is determined by the child's own brain chemistry. Likewise, in our experience, everyone has a different style of learning. At Clonlara, we don't assume that all children learn by listening to a lecture. Our high teacher-to-student ratio and small class sizes render such an approach unnecessary. We do spend a lot of time developing the diverse interests and abilities of each child. Teachers have every opportunity to get to know each student well and, with that knowledge, they know what the student has mastered, and where the student needs improvement, without the need

for tests.

At Clonlara School, we honor the organic process specific to each child. No two are alike – even brothers and sisters from the same family – and they deserve to be treated like the individuals that they are. We are committed to that philosophy.

Christopher Jenkins, a historian, once said that since we are forced (by compulsory attendance laws) to have children in schools every day, the least that we could do is to make it pleasant for them to be there. It is immensely rewarding for us to find that it is not at all unusual for Clonlara's students to want to come to school, and to hear from parents that their children complain when school is not in session. We are grateful to provide an environment where both parents and their children feel welcome.

These ideas form the basis of our everyday practices. This is what we do here:

1. We honor natural learning:
 - by recognizing that children learn in different ways and have different learning styles.
 - by promoting self-directed learning.
 - by maintaining a friendly, safe atmosphere
 - by not requiring standardized national or state tests.
 - by giving students a say in what they learn and how they learn it.
2. We help our students grow into competent adults:
 - by addressing real life issues – the environment, regional and world events.
 - by developing and designing procedures to address the individual needs, interests and abilities of each child.
 - by sharing the tools and power for resolving the conflicts that inevitably arise.
3. We treat one and other with respect.

Full Circle Learning

People have often asked us to explain Clonlara's philosophy and mission statement. We do have a written philosophy that you can find here: <http://clonlara.org/about-us>. Our philosophy states, "The Clonlara School philosophy is that a school must empower learners to participate purposefully and eagerly in their own education." This is at the foundation of what we do here and how we approach each individual student and family.

All students are different and we celebrate and embrace those differences. We have recently come across an educational process that encompasses Clonlara's philosophy and mission no matter your preferred approach to learning: Full Circle Learning.

Full Circle Learning is explained in an excellent book titled, "Unleashed to Learn: Empowering Students to Learn at Full Capacity" by Linda C. Aronson, available in our Amazon store at <http://astore.amazon.com/httpwwwclonla-20/detail/0741481960>

The Full Circle Learning model and steps are explained below:

Step	Term	Definition
Step 1	Topic (What?)	Choose a topic or explore your interests. Brainstorm what you want to learn or explore. Consider your curiosities, interests, strengths, goals, challenges, passions, talents, and needs.

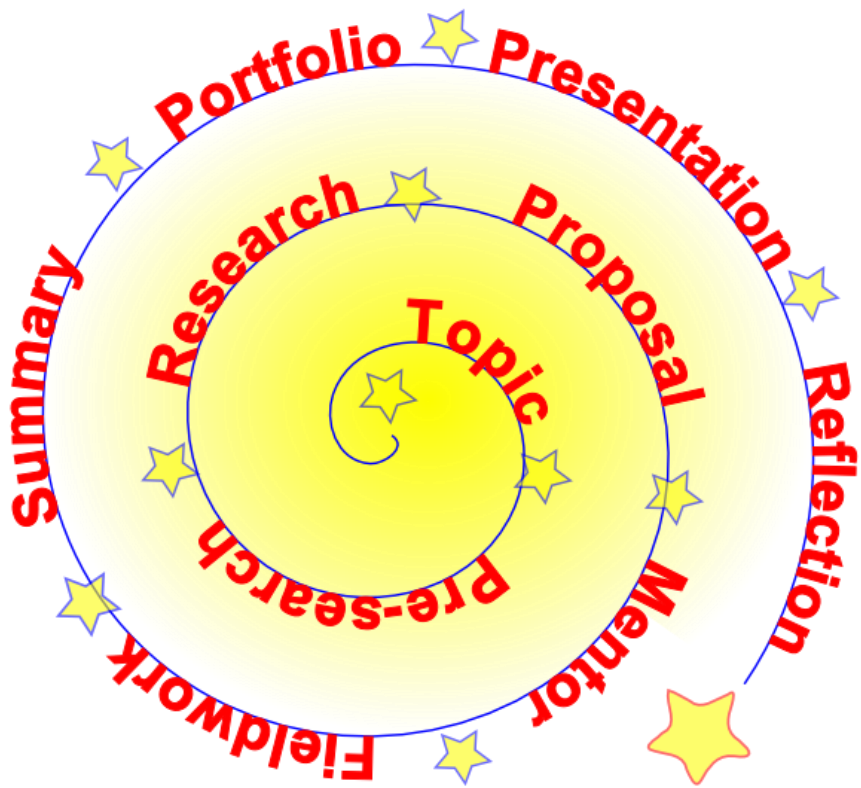
Step 2	Pre-Search (Can I?)	Pre-Search involves further exploration of the topic to fine-tune the study. Create a 'guiding question' that your study will focus on answering. For example: How do snowflakes form? Why do snakes shed their skin? How many stars are there? How is the Cinderella movie different from the book? How can I turn fractions into decimals and vice versa?
Step 3	Research (How will I?)	Research is the identification of resources, a mentor, and the amount of time to be spent on the study. It is the laying of the groundwork for the proposal, the determination of how to dig deeper into the topic and how to approach the topic/ project. It also includes setting the end goal of the study.
Step 4	Proposal (The commitment)	What do you hope to discover? How will you learn about this? What resources will you use? <ul style="list-style-type: none"> • People • Places (field trips) • Internet • Books, etc.
Step 5	Mentor (Who will guide me?)	The Mentor can be a parent, teacher, tutor., community member, family member, another student or an expert in the subject
Step 6	Fieldwork (The doing)	Fieldwork can include: creating, constructing, doing, reading, researching, watching, experimenting, practicing, modifying, experiencing, following assignments and/or writing about the topic. It is the step in which the student progresses from a simple knowledge base to discovery of new content or greater skill. Fieldwork may be done in any environment: a lab, a library, a trip, a classroom, or a group, for example.
Step 7	Summary (The report)	The Summary is the record of the learning experience. It includes a listing of the resources used, the discoveries made, and the student's experiences during the study. Progress Report Forms are completed by the Mentor.

Step 8	Portfolio (The product)	The Portfolio is a completed product that shows the learning experience. It is presented in a format that best illustrates both the topic and the learning process.
Step 9	Presentation (Sharing what I learned)	The Presentation may be an exhibit, a demonstration, a performance, a speech, or a meeting with a support team to discuss the learning progress. It may be a sharing of skills and knowledge in a tutoring session. It may be completely oral, or it may include written materials and visual displays.
Step 10	Reflection (Thinking back)	The Reflection process address questions such as: “What did you learn about yourself?” “What did you discover about how you learn?” “What curiosities and interests have you developed out of this experience?” “What worked and what didn’t?” This may be shared in multiple places, including the summary, portfolio, presentation and/or Progress Report Form/CRF.

Full Circle Learning isn't necessarily a linear process. In some cases, the steps will occur as outlined above. In other cases, students may jump back and forth across steps before settling on a topic, discovering what it is they want to learn or discovering what skills they have developed. Another way to look at it is as a spiral, where students can jump across to a step that's appropriate for them in that moment.

CLONLARA SCHOOL

Full Circle Learning



Adapted from *Unleashed to Learn* by Linda Aronson
Graphic by Mary Lewison ©2014

III. Parent Involvement

We are a family and child-centered school; parental involvement is one of the essences of raising a child. Close communication between staff and parents is imperative if these objectives are to be realized. This lies at the core of Clonlara's philosophy. Parents are expected to be closely involved with the activities of the school. Clonlara was founded by parents and to the extent that parents are active in the life of the school, the experiences of their children will be positive ones. A high level of involvement promotes a greater understanding among parents, staff, and students that benefits us all.

1. Visits

Parents are welcome to visit the school. Please let us know in advance if you would like to spend time here so that we can keep you informed of planned field trips, activities, etc.

2. Parent Student Staff Conferences

Parents, students, and staff meet together at the beginning of each school year to discuss students courses, and then again at scheduled times throughout the year to evaluate progress. Your student's teacher will contact you to schedule these meetings or you can request a meeting with your student's teacher. These parent conferences are separate from the Parent/Student/Staff meetings (see below). In addition, parents are encouraged to request conferences throughout the school year to keep up to date with school happenings. Either a parent or staff member has the right to arrange for as many other meetings as deemed necessary.

(A word of caution: ours is a small, informal school. The temptation exists for a parent or teacher to causally mention aspects of a child's behavior or activities when arriving or picking up the child up at the end of the day. Please strive to avoid this temptation. Teachers are busy ending the school day and others are around so the child's privacy is compromised. It is better, by far, to arrange a meeting or a telephone conversation.)

3. Parent Student Staff Group

The PSS group functions as a committee of the whole and is the forum where all voices are heard. PSS meetings are scheduled in the annual school calendar and at least one parent representative from each family is asked to attend and to be active in these meetings. Parents generally report on committee activities and express comments and concerns about classes and groups, while teachers report on the activities, progress, and needs of their respective groups. Curriculum issues, travel plans, fund raising, outreach, recruitment, philosophical concerns and volunteer service matters are all openly addressed here. The work of parent committees which aid and abet the overall health of the school is based in the PSS.

4. Parent Committees and Volunteer Work

Each family will be requested to serve on one of three Clonlara Committees during the academic year. These committees include the Fundraising Committee, the Enrichment and Events Committee, and the Grounds and Facilities Committee. Involvement in each committee will be facilitated by Clonlara staff and the PSS parent coordinator at the first PSS meeting in September, and the committee members will meet at various times over the year to accomplish their respective goals.

Clonlara was founded on volunteer labor and it has a long, proud history of having parents, students, staff and friends rolling up their sleeves. Our culture is firmly rooted in volunteerism. The lives of students and staff members have been enriched in ways too numerous to mention by the help of volunteers. It is a valuable tradition. Without it, Clonlara would not be here today.

5. Fundraising

The lion's share of parent, student and staff volunteer service lies in the area of fundraising. The Fundraising Committee is a standing committee of the Parent/Student/Staff Group. Its activities have ranged from bake sales to Irish Festivals, with lots in between.

Each year the fundraising committee will identify our annual fundraising activity and coordinate the details. All families are expected to participate. 100% family participation not only boosts morale, it shows strong support and commitment to the Clonlara learning community and helps position us in a better light

when we are writing grants. Clonlara is a 501(c)(3) tax-exempt organization. Donations of time, goods and services are tax deductible under IRS laws.

IV. General Program Information for Families

There are three groupings of students at Clonlara and each operates in ways that reflect the growth and developmental needs of the students enrolled. Certain things, however, are common across all the programs. This is a listing of all those things:

1. School Calendar

School year calendars are compiled after the publication of the Ann Arbor Public School for the following year. Usually the Clonlara school year begins after Labor Day and runs through early to mid-June. The school is closed for a 2-week winter break at the end of December/beginning of January, and a 1-week spring break usually corresponding with the Ann Arbor Public School's spring break. School begins at 9:00 AM and ends at 3:30 PM daily. Graduation for seniors is on the second Saturday in June. We invite and encourage all families to celebrate the success of Clonlara's seniors.

2. Closures Because of Bad Weather

Clonlara reports to the local radio and television channels when we are closed due to inclement weather. The information is sent to local and Detroit radio and television stations as soon as a decision is made. Parents can find the information there or telephone the Clonlara office between 8:00 am and 5:00 pm. The office rarely closes even during inclement weather. Note: Clonlara School is usually closed if Ann Arbor Public Schools close due to inclement weather.

3. Absences

In case a child will be absent, please contact the teacher or leave a message with the receptionist as soon as it becomes clear that your child will not be able to attend school. If a child must arrive late or leave early (after 9am or before 3:30pm), please do likewise. We also ask that families continue this process for **every day** that your child will be absent, arrive late or leave early.

For the absence policy specific to the Olders students, please see "Olders Absence Policy" on page 18.

4. Travel

Travel is an integral part of the program; here at Clonlara we use the community as the classroom. The Middles and Olders travel both near and far; the Youngers travel to nearby sites. Destinations, meals, stops along the way, length of the trip, starting and ending dates – all are designed to give students the greatest individual freedom while promoting teamwork, responsibility, and sensitivity to the needs of others both peers and adults.

The school vans are the usual conveyances, but we also make use of public buses, trains, and planes (if necessary). Some nearby places we have visited include local museums, recreation centers, various city parks, zoos, science centers, among other locations. Clonlara students have also, in the past, travelled to other alternative schools in Pennsylvania, Florida, New Orleans, Colorado and Tennessee (to name a few).

Each teacher will specify their own procedures and policies for safe travel with their class. In order to participate in these field trips, each student's family must submit a completed permission slip once their student is enrolled.

V. General Program Information for Students

There are three groupings of students at Clonlara and each operates in ways that reflect the growth and developmental needs of the students enrolled. Certain things, however, are common across all the programs. This is a listing of all those things:

1. All-School Meetings

All School Meetings are an integral part of Clonlara School functioning as a community. These meetings occur most days. In them students and staff come together to talk over any concerns or issues that they feel the community should be aware of, to ask for feedback on agenda items that they have proposed and to discuss and come to agreement on key issues on the agenda that day. It is expected that no member of our community will miss a meeting without good reason.

As a learning society, the Clonlara Community uses the following voting systems in order to gauge the community's feelings on a subject, as well as in making both important and lesser (or even trivial) decisions:

Straw Vote: used for matters of little lasting consequence, such as, *Should we go to the park this afternoon?* The straw vote is simply a show of hands accompanied by minimal discussion.

Participants may vote or choose to abstain. There is no opportunity to "Block" a Straw Vote. If a matter proves contentious, then it is discussed further and moved up to a Roll-Call Vote.

Roll-Call Vote: Used for more important matters such as class curriculum or longer trips, the roll – call vote is usually accompanied by a fair amount of discussion. A roll-call vote is a vote where each voter is asked to verbally agree, disagree or abstain, and his/her vote is recorded. As Clonlara operates under consensus of 77%, roll-call votes need to pass by this margin.

No matter the weight of an issue, the student body has the right to vote on said issue. The outcome of the students' vote will determine whether or not the issue/rule will come into effect. If any student has a conflict with any current issue/rule they may challenge that rule at any school meeting, or if they are particularly concerned they may call an emergency meeting to discuss said issue. The student challenging the issue/rule cannot bring a challenge to something illegal. The student needs to have the support of at least one staff member. Parents will be notified and asked for their input, either via a PSS meeting or email. If notified by email they have 48 hours to respond. Participants unhappy with the outcome may choose to form committees with those in favor of the issue, enter into further discussion and negotiation, and report back to the group in a timely manner with a proposed resolution.

2. Student Evaluations

In the Youngers and Middles Programs, staff and students collect evidence of a student's work throughout the year in student portfolios. These programs have neither grades (in terms of having all the children of one age in one classroom) nor grades (in terms of assessing student's work by assigning A, B, C, etc.). Exceptions to using letter grades, however, are occasionally made in the enrichment classes for the Middles Program and in the Olders Program, where students receive letter grades (A, B, C, etc) for each of their classes. At the end of every semester, teachers write an evaluation of each student's performance and progress in each of their courses. These evaluations assess the student's subject mastery, work ethic, citizenship, collaboration, written and oral communication and critical thinking skills, as well as any other factors the instructor feels are relevant to the student's progress. Teachers and parents will have access to The Commons where Progress Reports will be completed.

Any independent projects that students in the Middles and Olders Program are submitting for credit should be accompanied by a student-written evaluation of the work executed to complete that project; the staff member working most closely with the student on the project also contributes to this evaluation. In addition, reports from each of the part time teachers, enrichment class teachers and/or any other mentors are incorporated into these evaluations, and one copy is placed in the student's school file, while the other is given to the student's family.

New for the 2016-17 school year Clonlara families, students, and teachers will be using electronic forms to track their academic studies and activities. We call this online system "The Commons". Each

family and student (Olders only) will be sent a password and username to gain access to The Commons. Training and information will be provided.

3. Off Campus Policy

Clonlara School allows students in the Olders Programs the privilege of an "open campus" with their parents' permission. This policy allows students who demonstrate responsible citizenship and are on-track to graduate to leave school grounds during the lunch period (noon-12:45). Students who leave the campus without permission from their parents **and** the Olders Teacher or are otherwise in violation of this policy are subject to discipline in accordance with Clonlara's standard disciplinary policy. Clonlara School is not liable for students' safety or behavior once they leave the school property. It is also important to note that Clonlara will not be responsible for students who leave campus without parental or school permission. Parents will be notified of a student's absence if permission to leave has not been given or if the absence is not during lunch or a scheduled period.

4. Facilities Usage

Students are encouraged to use the facilities at Clonlara (these include multiple classrooms, computers, printers, Clonlara's music equipment, various electronic software and hardware, sports equipment, arts equipment and the like), but abuse of these facilities renders these spaces and objects unfit for other students. These abuses include any action or behavior that may render an object or space unusable for any person (for example, repeatedly skateboarding inside causing the tiles to break; throwing Frisbees indoors where they hit walls, causing dents or scuffs; downloading unknown computer programs onto the student computers; bringing pets to school without confirming with all students and staff of any animal allergies, etc.). Students who render school facilities useless for others will be charged for repair or replacement. They will also be expected to facilitate the replacement/reinstallation of said equipment. For example, a student who has broken a board in Clonlara's fence will not only be required to purchase a new piece of lumber but also to assist in the installation of that new board.

5. Student Expectations

A. Responsible Behavior & 4-Step Resolution Policy

With the expectation that each person in our community will show respect for everyone, Clonlara School students and staff have established a 4-step resolution policy with regard to situations that are hurtful to students, staff and others. These include, but are not limited to: **property damage, bullying, disrespectful behavior, acting out, the use of harsh language** (which includes both obscene language and derogatory epithets), **sexual innuendo toward staff or other students, sexual harassment and interrupting and/or disruptive behavior toward others**. Staff members will ensure that an offending student and his or her family have a clear understanding of when the student is entering into this 4-step process. If a problem becomes apparent to a staff member, the following steps will be enacted:

Step 1 - Two staff members will meet with the student(s) to address and discuss the behavior. If needed, a written list of goals for future behavior will be set down and signed.

Step 2 - If the behavior continues, a class discussion is held with the offending student(s) present.

Step 3 - If the behavior persists, an all school meeting is held with the offending student(s) present. Parents of that student are notified that such a discussion has taken place, as is the school administrator.

Step 4 - If the behavior still continues, the offending student(s) begins a probationary period, the length of which will be determined at that time (probationary periods have ranged from one week to one month). At the conclusion of the probationary period, a meeting with the offending student, parent(s), appropriate staff member(s) and school administrator is held to determine if the student is reinstated in good standing or s/he leaves the school.

B. Focus and Participation

As a community, we agree that to the degree a technology is distracting or isolating (laptops, cell phones, music-players and headphones, magazines, etc.) we will set aside this distraction in order to be fully engaged with the people we are immediately with.

Students are welcome to join or leave classes as is workable for the individual student and the class as a whole, but it is understood that each day the student chooses to leave class counts as one absence, and per the absence policy the student is expected to approach the instructor in order to make up the work missed. It is also expected that when a student is no longer participating in a class, he or she will make a point to directly approach that class' facilitator and clearly explain that he or she will no longer be attending.

6. Harmful Situations

The Clonlara community has agreed that the following situations are unacceptable to students, staff and the group as a whole: theft, violence/threats or the involvement of illicit substances during school activities or at any time while in the general vicinity of the school. As a result, students, staff and parents have crafted a separate policy dealing with these issues to apply at any time while on school property and during all school functions and travel expeditions. The first incident of harmful behavior results in:

1 - A parent being called to come to the school to pick up the student immediately. In the event that the group is away on a field trip when such behavior occurs, parents must arrange for the offending student's immediate transportation home. The student is thereafter on probation until the remaining steps are enacted.

2 - The staff, parents and school administration will meet to discuss the terms of the student's future presence in the Clonlara community. The student may request to attend this meeting.

3 - If the terms of the student's future presence at Clonlara are agreeable to all parties, the student signs a drafted copy of these terms with the understanding that any further offense will result in the student's removal.

V. Clonlara School Youngers Program

1. Background

A visitor to Clonlara can observe children in a mixed age group moving about the spacious classroom and spilling out into the adjacent playground. Movement is the order of their day, as is the case with healthy children. Why would a school foster movement and play? The answer is simple: play is the work of the child. Young children learn by doing and imitating those around them.

During active play, children involve their whole selves in learning – uniting mind, body, and spirit. They work out emotional aspects of everyday experiences. They reduce the tensions and pressures that these experiences can bring. They see things in another child's perspective. They work out the expectations that parents, staff and other children have of them. They make sense of their world.

They use natural and powerful modes of learning: smell, touch, taste, and perception. They develop skills in cooperating, helping, sharing and solving problems, skills that cannot be learned as effectively otherwise. They develop intricate behaviors of planning, balance and strength.

Viewing television, using computers, books and worksheets requires only two senses; active play engages the whole child. It enables a child to have ownership of their own learning process; it guarantees that a child is continuing to follow the mandates of their own best teacher, their developing brain.

Learning to read and count are as natural to a child as learning to walk was, as natural as play is. Their brain, when it is ready, will master these essential skills in a way that is most meaningful to them. Children are not on some magic timetable that results in each of them learning skills at a certain age. Each child is unique; each learns differently.

We honor the individual growth and development processes of each child. We maintain small class groupings so we can effectively attend to this critical aspect of learning. The role of the teacher is to monitor each child's learning style, each child's interests, and each child's needs. The teacher creates and maintains an atmosphere most conducive to each child's growth.

2. Procedures

On the first days of school in the fall and at mid-year, and on the spur of the moment when teaching moments come up, the teacher explains and writes down the various activities s/he has planned for the class, including using our Full Circle Learning model (FCL). Projects, videos, trips, part-time teacher classes, enrichment classes, are all clearly defined, listed and worked through using FCL. Together, the teacher and student determine which activities are of interest to the student, and which the student will participate in during the weeks ahead. As soon as possible in the first month of the school year, the teacher sets a planning meeting with each parent. The creation of an individualized curriculum for their child continues with the parent(s) and teacher(s) weighing in on the discussion and decisions. The end result is the set of activities that the child will engage in for the weeks and months ahead. The finished product is included in the students' file. On any given day, a parent may review the activities of the whole class and of their child on the "calendar" that adorns one of the classroom walls.

When conflicts arise, either teachers or parents have a right and a duty to ask to meet in person with the parent. This allows for unhurried, quiet examination of the issues. (A word of caution: Parents should take care to avoid seeking in-depth information about their children at these end-of-the-day hurried times. Other people may be present and parent and teacher are otherwise engaged at these times rendering productive communication impossible. It is better by far to set a separate meeting time.)

3. Record Keeping and Policies

Clonlara School does not engage in administering tests to children. Ours is a small, familial setting. A child's needs, interests and abilities become obvious to the teacher as a relationship with the child and their parent(s) develops. Throughout the year the Youngers teacher makes every effort to collect any tangible work that a child does during the day. Art pieces a child has done (even if not completed), admissions tickets to the theater, names of books the student read, photos of the child's engagement in games, etc. - in short anything that will show what a student participated in and when. In addition to the Individualized Curriculum, the Student Portfolio serves as a focus in the parent-teacher evaluation meetings.

At Clonlara, teachers and students develop a relationship based upon honesty and trust. Our goal is to support the child, first and foremost. The teacher's role is to educate - to educate the student in this humane setting and to educate the parent about what we do and why we do it.

Parents are central to the process of education here. This is not a place where parents can leave children and detach themselves from their day-to-day activities. The best growth happens when parents and teachers form a supportive team for the children. That's our expectation – requirement – of parents.

VI. Clonlara School Middles Program

1. Background

The years between the ages of ten and thirteen can be traumatic ones for many children. It is during this period that children become teenagers and it is natural, during this transition that their emotional, social, intellectual and physical development are not all at the same place at the same time. This disequilibrium brings with it a vulnerability unlike any other that they will experience. It is at this delicate time that they are removed from the familiar, secure elementary school setting. The Middles program aims to be one that is both physically and emotionally safe. It is a caring, compassionate and nurturing environment.

Students in the Middles Program are given the tools to either continue to be, or become, self-directed learners using our Full Circle Learning model (FCL). At the beginning of the school year, the teachers meet with individual parents and their students to review all of the classes and activities that will be available to students during the semester. These include activities and classes that the teachers will offer, those that will be offered by part-time enrichment teachers, those that other students will present, self-paced instructional materials, computers, on-line classes, use of FCL and more. Each student chooses from this array to develop his own individual curriculum. Teachers and parents are coaches in this process.

In addition to our focus on the individual's growth, Clonlara Middles also learn about successful interaction in a community. This means not only getting along with each other but also having a sense of

shared goals and commitments, and a willingness to come together to make decisions of genuine importance, such as scheduling, evaluations, admissions, travel planning and conflict resolution. Developing community among autonomous learners requires patience and creativity; it is encouraged by word and by deed - by travel, democratic meetings, numerous other shared activities, work and play.

2. Procedures

A typical school day is divided into scheduled classes, project time, enrichment activities, field trips, physical education, educational games, school-wide events and group discussions.

Lunch is from noon to 12:45pm. Classes take place again after lunch, and students in the Middles Program are frequently involved in a variety of scheduled activities such as quiet study, group debates, games and field trips.

VII. Clonlara School Olders Program

1. Background

The Campus School at Clonlara is a private, daytime program representing a fundamental alternative to conventional schooling. The core aims of our Campus program for the Olders Group are to nurture students' individual interests while also helping them become active, engaged members of a community and fully use our Full Circle Learning model (FCL).

To achieve these aims through FCL, students design their own programs, set their own goals and plan their own strategies using a wide array of resources, including Clonlara teachers, community college programs, self-paced instructional materials and computers, volunteer and part-time staff, internships, online courses, museums, libraries, Rosetta Stone and much more. To complement this development of the individual, a strong focus is also placed on each student's involvement within the group. At Clonlara School, students learn that community is not only about getting along with each other, but also engaging in a sense of shared goals and commitments and a willingness to come together to make decisions of genuine importance, such as scheduling, evaluation, travel planning, conflict resolution and handbook revision. Each student is given the opportunity to take charge of his or her own education while participating in a peer group of similarly autonomous learners. In this way Clonlara Olders students work to articulate and improve upon their strengths while contributing those strengths towards the progress of the Clonlara community.

2. Academic Graduation Requirements

Clonlara requires the following credits to be completed in order to graduate:

English	4.0
Speech	0.5
Mathematics	2.0
Science	3.0
Social Sciences	
US History	1.0
Government*	0.5
Geography	0.5
Physical Fitness	1.5
<u>Electives</u>	<u>9.0</u>
TOTAL	22 credits

(Carnegie Credit Units (180 hours = 1 credit unit, 90 hours per semester) are the basis for Clonlara credit.)

(*This must include the study of the constitution of the United States, the Constitution of the State of Michigan, the history and present form of civil government of the United States and the State of Michigan and the political subdivisions and municipalities of the State of Michigan.)

Clonlara has added the possibility for students to earn an endorsement with a Clonlara diploma in either the Arts, STEM, or Global Studies. Please ask an Olders Teacher for more information. A Capstone Project must be completed with any endorsement.

There are three main methods by which credit is achieved. The first involves participating in a class offered on campus. The second method involves any outside activity that the student, parents and teacher find acceptable as a learning experience. This could include a wide variety of things, including: independent projects, community college classes, work with a tutor, tutoring others, private lessons, work with parents or internships. The third method is to complete an Independent Study Proposal which the student executes over the course of the semester under the guidance of an instructor or mentor. Independent Study Proposals will generally have a timeline or plan of action that the student and their mentor agree upon, with the student working independently over the course of the semester, periodically meeting with their advisor to check in. (The regularity of advisor check-in for Independent Study Proposals varies per proposal - some advisors will want to check in daily, while others are content to meet with the student once a month. This check-in schedule should be established in advance between the advisor and student.) For all options, except where a course is being transferred back to Clonlara on an outside transcript, the student, with their mentor/teacher, will complete a Credit Planning Form on the Commons for each course of study. This is their proposal. The student must record the hours spent on the activity/course (with 180 hours equalling 1 credit hour), then fill out a Credit Report Form, found on the Commons, for each activity for which the student would like to receive credit (see Appendix 3 for a copy of the Credit Report Form). A student can earn a maximum of 9 credits per school year. Please speak with your student's teacher/advisor for more information about our credit earning policies.

3. Non-Academic Requirements

Community Service – 90 hours per school year enrolled in high school
Maintain a **portfolio** of their academic work during their time at Clonlara.
Senior Survey is also required to be completed before graduation.

4. Olders Annual Trip (should the students chose to include one during the year)

An annual event that the Olders plan is an end of year trip, which is preceded by year-long fundraising efforts to lower costs. At the beginning of the year, Olders student's research destinations and educational activities that they would like to execute, draft a proposal and submit the proposal to the group for consideration by a timeline designated by the Olders teacher. The group will choose a proposal to focus on, create a budget and work to execute appropriate fundraising efforts over the course of the year. In the past these fundraising efforts have included bake sales, lunch programs, community recycling efforts, selling ad space, among other activities. Previous Olders trips have included destinations in Virginia, Washington, DC, Pennsylvania and Florida, among others.

5. Policies

A. Olders Absence Policy

As students in Olders courses are evaluated for credit, the Olders attendance policy stems from a cumulative tally of tardies and absences in each class. Per this policy, three tardies to a class is equal to one absence and it is up to the student to approach the instructor of each course missed and follow up on any assignments, lecture notes, etc. that occurred while they were gone. If a student accrues more than eight absences in a class over the course of the semester, it indicates the student's desire to withdraw from the course. At this point it is up to the student to approach the instructor to make a plan for how they will make up the work and time they have missed. After eight absences the student will not receive credit for the course until these absences are made up to the satisfaction of the instructor.

B. Smoking, Drugs and Alcohol

Clonlara School maintains a smoke-free and drug-free campus. No one may smoke on school grounds. If Clonlara staff members feel that a student is under the influence of illicit substances, the student's guardian will be contacted, that student will be asked to leave campus, and further disciplinary action may be pursued.

Clonlara Campus School Student Drug Prevention Program (DPP)

Clonlara School is committed to programs that promote student and staff safety, health and well-being as well as successful academic and job performance. A full copy of our drug policy and drug prevention program is available upon request.

Appendix 1

Example of Credit Request Form (available in electronic form in The Commons)

CREDIT REQUEST FORM

STUDENT ID: _____

STUDENT NAME: _____

ACADEMIC YEAR: _____ SEMESTER: 1st (Sept-Jan) 2nd (Feb-June) Summer

MY MENTOR: Enlist the help of some other person, such as a parent, to serve in an advisory/supervisory role for this credit. This person will help plan and evaluate your credit.

Name: _____

Relationship: _____

PLANNING YOUR CREDIT:

TOPIC (CONTENT) AREA: English Math Science Social Studies Physical Education Elective

COURSE TITLE: _____

CREDIT TO BE EARNED: 45 hrs = 0.25 credit 90 hrs = 0.5 credits 135 hrs = 0.75 credits
 180 hrs = 1.0 credit

EVALUATION: Using a number from the Evaluation Key, found in the Secondary Guide, please rate the proficiency gained in this course:

STUDENT Self-Evaluation _____ **MENTOR Evaluation** _____

STUDENT REFLECTION & SUMMARY (EVALUATION):

What did I learn and what did I do? What evaluation criteria did you use to assess your progress? Please describe or list the skills and knowledge you gained by completing the fieldwork for this course.

RESOURCES USED: List specific titles and authors/publishers of books & films, people interviewed, website URLs, field trips, etc.

- How did your resources help you complete your fieldwork:

EVALUATION KEY

10	A	Outstanding performance in 7 or more of the criteria
9	A-	Outstanding in 5-6 of the criteria
8	B+	Outstanding in 2 of the criteria, competent in 5 or more
7	B	Competent in 7 or more of the criteria
6	B-	Competent in 6 of the criteria
5	C+	Competent in 5 of the criteria
4	C	Competent in 4 of the criteria
3	C-	Competent in 3 of the criteria
2	D+	Insufficient in 3-4 of the criteria, some competence shown in others
1	D	Insufficient in 5 of the criteria, some competence shown in others
0	D-	Insufficient in 5 or more of the criteria, minimal competence shown in others

Consider the following criteria when evaluating student performance:

ACADEMICS

- Scores on assignments and tests
- Mastery of material
- Quality of work
- Fulfillment of course expectations
- Dedication of sufficient time
- Effective use of resources

WORK PRODUCT

- Progress/Improvement
- Recall of facts (memorization)
- Utilization of research skills
- Participation in discussion
- Ability to summarize information and ideas
- Design and/or completion of projects

EFFORT

- Taking initiative
- Accepting responsibility
- Organizational skills
- Persistence and/or successful follow-through
- Self-motivation
- Confidence

HIGHER ORDER SKILLS

- Problem-solving ability
- Demonstration of understanding
- Creativity/improvisation
- Ability to judge, analyze, synthesize or apply information
- Ability to make connections with other subjects or life experiences
- Ability to share what was learned

MENTOR SUMMARY & REFLECTION: This section should be completed by your Mentor. Provide a summary of the student's progress in completing fieldwork. Include the evaluation criteria used to assess the student's progress.

Appendix 2: Technology Acceptable Use Guidelines (Student)

Clonlara School is a community. Each person's actions reflect on the other members in the group, both positively and negatively. This is also true of the wireless access, computers and phones available throughout the building. Each piece of equipment is connected to the other in some way and changes made in one area, affect the equipment in another. To maximize the availability of these systems to all members of the Clonlara community, we have a few guidelines to keep in mind as you begin a new school year with us:

Each classroom has one computer configured to be used by Clonlara staff. Students should use the computers configured for student use. Logins for these computers should not be changed and computers should not be moved to a different location without the approval of IT staff.

Clonlara's IT staff will install and maintain all hardware and software on the computers. If a computer doesn't have a program that you would like, please discuss this with your teacher. Licenses are purchased for the rights to most software. If more licenses are required, the IT dept. will provide them.

Some examples of inappropriate use include:

- Copying licensed software for use on other Clonlara or personal devices
- Sharing passwords or program login information with other students
- Using Clonlara equipment (including wireless access) for any illegal purpose including activities such as illegally downloading movies or setting up computers to act as an open relay for spamming.
- Taking action on Clonlara systems that will knowingly cause harm or may be interpreted as vandalism

This document is intended to be used as a guideline and is by no all means inclusive. If you have any questions about what may or may not be acceptable, please talk to your teacher or IT staff.

Appendix 3 Guidelines for “Cross Program” Student Attendance

One of the benefits of Clonlara being a K-12 environment is, when a student is capable and interested in taking a class in a more advanced program they can. In order to set expectations of this, the following guidelines will need to be agreed to and followed.

This is a privilege, not a right. Students must follow and be accountable to the “Cross Program” guidelines.

- 1) The student will need to submit a written request for each class that he/she wishes to attend in a different program. This request will be part of the conversation between the student and both the enrolled head teacher and the teaching teacher whose class the student wants to attend. This conversation will encompass reason the student wants to take the class, endorsement that the student is capable, commitment to attend and follow class conduct, work requirements and method of evaluation. Approval by both teachers is required.
- 2) The student must participate daily, unless agreed upon ahead of time (or modified). Classes are not drop-in, again unless agreed upon ahead of time.
- 3) The student must meet the higher expectations of the chosen class. This does not mean assignments won't be modified, but attendance, participation and class conduct expectations need to be followed – including but not limited to: attending on time, coming prepared, doing assignments, following the Full Circle Learning model, contributing to class, class conduct and having class supplies. Assignments will be given and evaluated by the teaching teacher, not the enrolled teacher. Certainly the enrolled teacher should provide any information that will assist the teaching teacher in having the student in his/her classroom
- 4) The student must commit to staying in the class for a minimum of two weeks before making a schedule change. It is assumed the student will stay in the class for the entire quarter unless a scheduling modification is agreed upon by both teachers and the student. Only one change per hour will be allowed, this is meant to cut down on the idea of “sampling” classes. And both of these ideas are meant to encourage commitment to a decision.
- 5) The teaching teacher will supply evaluation information to the enrolled teacher at the end of each quarter, which will then be incorporated into the student's quarterly evaluation.
- 6) “Cross Program” attendance is limited to core academic and elective classes. It is not open to independent study or project times, unless agreed upon in very specific situations.
- 7) There may be a limited number of spots in each class for students who are not enrolled in that classes program level.

Appendix 4: Guidelines for Students Being Sent Home

While it is not our practice to send students home, because we try to use various situations as teaching moments, there occasionally be a time when a parent may need to be called and a student dismissed for the remainder of the day. These guidelines allow us all to be on the same page in terms of expectations and any consequences associated with certain behaviors.

A student will be sent home if:

- 1) the student becomes ill at school, has a fever or it seems they are exposing others to an illness.
- 2) the student is causing a safety issue for the students/staff around him/her.
- 3) the student is acting with violence – this includes hitting students/staff, biting, kicking, pushing, throwing things, breaking and/or damaging others or school property.
- 4) repeated offenses of disrespectful behavior toward staff, students, other's property or school property – including physical or verbal disrespect. In this case you will have already been made aware of the previous incidents.
- 5) repeated offenses of bullying continue – again including physical or verbal. Again, in this case you will have already been made aware of the previous incidents.