
HANDBOOK FOR PARENTS AND STUDENTS

MACLAY MIDDLE SCHOOL

2019-2020

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TABLE OF CONTENTS

HANDBOOK FOR PARENTS AND STUDENTS 1

SCHOOL HISTORY 7

PHILOSOPHY 7

MISSION STATEMENT 7

THE MACLAY SCHOOL HONOR CODE 7

STATEMENT OF COMMUNITY 8

MIDDLE SCHOOL HANDBOOK 9

Daily Schedule of Classes 9

Arrival and Departure 10

Signing In and Out 10

ATTENDANCE 10

DEFINITIONS 10

Absences 10

ABSENCES FROM ACADEMIC COURSES 11

Extended Absences 11

Chronic Absences 11

Care Plan 12

Care Team Meeting 12

Care Team 12

Tardies 12

Policy Regarding Work Missed During Absences 12

GENERAL INFORMATION 13

Visitors/Volunteers 13

Parent-Teacher Conferences 13

Telephones 13

Transportation 14

Parents Driving Children to School 14

Parking/ Dropping Off 14

Food 14

Lockers 14

Book Bags 14

Library 14

Middle School Center 15

Financial Aid 15

Non-payment of Fees 16

Honorable Use of Technology 16

E-Mail Accounts 16

Homework 16

Computers 17

Other Electronic Devices 17

DRESS CODE 18

Boys 18

Bottoms 18

Tops 18

Outerwear 18

Girls 18

Bottoms 18

Tops 19

Outerwear 19

Game Days, competitions, and performances/spirit fridays 19

Off-Campus Travel Attire 19

Other Dress Code Rules: 19

Footwear 19

ACADEMIC POLICY 20

Academic Offerings 20

Standard Course Offerings 21

Special Course Offerings 21

Letter and Conduct Grades 21

Grading Scale 22

Conduct Grades 22

Social Probation 23

Interim Reports 23

Report Cards 23

Academic Warning 23

Academic Probation 24

Review Board 24

Parent/Student Portal 24

Qualifications for Academic Honor Roll 24

Exams 25

Testing Program 25

Center for Learning/Students with Disabilities 25

Re-Enrollment 26

ACADEMIC DISHONESTY 26

Cheating 26

Maclay School Policy Statement on Plagiarism 27

DISCIPLINE 28

Guidelines 29

Infractions 30

Detentions 30

Honor Council 30

middle school honor council 30

Duties of the Honor Council 30

Procedures 31

Penalties 31

Appeal of Decision 31

Disciplinary Committee 32

Composition of the Disciplinary Committee 32

Duties of the Disciplinary Committee 32

Procedures 32

Penalties / Apology of Action 33

Criminal Conduct 33

Truancy 34

Anti-Bullying Policy 34

Maclay School specifically prohibits bullying of or by any student or employee. "Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees in person, telephonically, online or by other means. 34

Bullying is prohibited at the following locations: 34

1. On the campus of Maclay School 34
2. At any location whatsoever, during a Maclay School related or Maclay School sponsored program or activity 34
3. On any Maclay School bus 34
4. Through any computer or electronic device while on any of the locations specified in numbers 1-3 34
5. While the school has no interest in involving itself in a student's off-campus behaviors, the school reserves the right to take action to the extent that those actions impact the individual's ability to continue at school or impacts other students' or employees' ability to be comfortable at school. 34

Examples of bullying include, but are not limited, to: 34

1. threats 34
2. intimidating 34
3. stalking 34
4. cyber-stalking 34
5. cyber-bullying 34
6. physical violence 34

- 7. theft 34
- 8. sexual, religious, or racial harassment 34
- 9. public humiliation 34
- 10. destruction of school or personal property 34
- 11. social exclusion, including incitement and/or coercion 34
- 12. rumor or spreading of falsehoods 34

Consequences of bullying may include, but are not limited to, referrals to the Disciplinary Committee, Honor Council, interventions, and/or disciplinary action by the school Administration. 34

Students and parents are encouraged to report, either verbally or in writing, suspected incidents of bullying to Guidance, their Division Director or a member of the Upper School Administration. A complaint may be made using the Community Standards Form located in each Guidance office, Division Director’s office or the offices of the members of the Upper School Administration. Please see the Statement of Community above. 34

Tobacco, Alcohol, and Drugs 34

Suspension 35

Probation 36

Expulsion 36

Appeal of Decision 36

Emergency Procedures 36

Lockdown/Danger Codes 36

Health 37

CO-CURRICULAR ACTIVITIES 38

CLUB 38

SPORT 39

Athletics 40

Eligibility for Athletics 40

Policies on Leaving a Team / Quitting a Team / Removal from a Team 41

Concussion Policy 41

Non-School-Sponsored Trips 41

MACLAY MIDDLE SCHOOL CURRICULUM 41

2019-2020 42

Middle School Courses 42

Maclay Middle School Curriculum Components **2019-2020** 42

Sixth Grade 42

Seventh Grade 43

Eighth Grade 43

LANGUAGE ARTS 43

SIXTH GRADE LANGUAGE ARTS 43

SEVENTH GRADE LANGUAGE ARTS 43

EIGHTH GRADE LANGUAGE ARTS 44

MATHEMATICS 44

SIXTH GRADE MATH 44

INTRODUCTION TO PRE-ALGEBRA 44

PRE-ALGEBRA 44

ALGEBRA I 44

GEOMETRY 44

SCIENCE 45

SIXTH GRADE EARTH/SPACE SCIENCE 45

SEVENTH GRADE LIFE SCIENCE 45

EIGHTH GRADE INTRODUCTORY PHYSICAL SCIENCE 45

SOCIAL STUDIES 45

SIXTH GRADE SOCIAL STUDIES –WORLD GEOGRAPHY 45

SEVENTH GRADE SOCIAL STUDIES – CIVICS 45

EIGHTH GRADE SOCIAL STUDIES – AMERICAN HISTORY 45

WORLD LANGUAGES 46

SIXTH GRADE SPANISH (INTRODUCTION) 46

SEVENTH GRADE SPANISH (LEVEL 1A) 46

EIGHTH GRADE SPANISH (LEVEL 1B) 46

SIXTH GRADE FRENCH (INTRODUCTION) 46

SEVENTH GRADE FRENCH (LEVEL 1A) 46

EIGHTH GRADE FRENCH (LEVEL 1B) 46

SIXTH GRADE LATIN (INTRODUCTION) 46

SEVENTH GRADE LATIN (LATIN IA) 47

EIGHTH GRADE LATIN (LATIN IB) 47

PHYSICAL EDUCATION 47

FOUNDATIONS WHEEL 47

B.L.U.E. (Balance of Learning, Understanding, and Exploring) CLASSES/ ENRICHMENT COURSES 48

SIXTH GRADE LIFE SKILLS 48

iINNOVATE—7TH AND 8TH GRADES 50

FORENSICS 101—7TH AND 8TH GRADES 50

FACULTY /STAFF/ADMINISTRATION 51

HEAD COACHES 53

APPENDIX I: BIBLIOGRAPHIC WORK 54

A. WORKS CITED AND WORKS CONSULTED 54

B. RULES AND FORMAT FOR CITATION OF SOURCES 54

C. SAMPLE WORKS CONSULTED 55

SCHOOL HISTORY

Maclay School was founded in 1968 by a group of parents who wished to provide their children with educational resources that would enable each student to develop to the fullest-academically, morally, emotionally, and physically. The school was named in honor of Alfred Barmore Maclay, Jr., a World War II veteran who died of polio in 1953. His mother, Mrs. Alfred B. Maclay, Sr., was a benefactor and loyal friend of the school. Over the years, Mr. and Mrs. John W. Mettler generously donated the land upon which the school is situated. During Maclay's first year, a nine-member faculty taught grades 1-8. Each year following, one grade level was added until the first class graduated in 1973. Our Kindergarten opened in 1975 and Pre-K began in 1989. Today, Maclay has a student body of nearly 1,000 students and 156 faculty members. Maclay is evaluated and accredited by the Southern Association of Colleges and Schools, the Florida Council of Independent Schools, and the Florida Kindergarten Council.

PHILOSOPHY

Maclay School supports its students in fulfilling their potential academically, emotionally, physically, and artistically. Its purpose is:

- to establish and maintain a curriculum designed to teach creatively the liberal arts.
- to create a civilized community of learning guided by a dedicated faculty of superior qualifications.
- to provide patient and understanding ways to challenge each student.
- to engender by teaching and example self-discipline, hard work, integrity, and persistence at school and at home.
- to stimulate each student to inquire, learn, recognize obligations, develop self-respect, and understand others.
- to build a meaningful spirit among students, parents, faculty, and community by faithful fulfillment of the Maclay School Mission and Philosophy.
- to prepare well-balanced students able to meet the future challenges of higher education, service to others, and life, with wisdom and fortitude.

MISSION STATEMENT

Maclay School is an independent, non-sectarian college preparatory school dedicated to providing a liberal arts education, enabling each student to develop inherent ability to the fullest extent with a balance of discipline and freedom.

THE MACLAY SCHOOL HONOR CODE

A MARAUDER IS HONORABLE, RESPECTFUL, ACCOUNTABLE

I WILL RESPECT ALL PEOPLE AND PROPERTY. I WILL BE HONEST IN ALL MATTERS AND TAKE RESPONSIBILITY FOR MY ACTIONS.

Maclay School expects students to uphold standards of honorable conduct. This code was written at the initiative of Maclay students. It sets standards and serves as one resource for classroom instruction about ethical behavior. To uphold the Honor Code, students are encouraged to report known violations. If a student observes another student committing an Honor Code violation or acting illegally, the student should notify a teacher, a Middle School Dean of

Students, or the Middle School Director. Students may request confidentiality. Teachers who have knowledge of an Honor Code violation shall notify the Middle School Director.

Under the Maclay Honor Code all persons are expected to be:

1. HONORABLE: Demonstrate honesty in all matters. Lying, cheating, plagiarism, and stealing are serious offenses. If a student is uncertain about whether certain conduct constitutes cheating, the student should ask the teacher for clarification.

2. RESPECTFUL: Demonstrate respect for all people in our school and community as well as for the school as an institution. This includes, but is not limited to, respecting the religious, ethnic, social and economic background of all members of the school and community. Communications via social media that affect the school community in a negative way will not be tolerated. Prejudiced conduct because of religion, race, gender, sexual orientation or ethnicity is prohibited.

All students will be expected to sign an Honor Pledge on every test and quiz as well as on other assignments as required by the teacher.

False signing of this Honor Pledge constitutes both lying and cheating.

3. ACCOUNTABLE: Students are held accountable for their behavior and actions.

STATEMENT OF COMMUNITY

As a member of the Maclay School community, I will maintain my honor and integrity at all times by creating and upholding an atmosphere of trust, respect, kindness, and consideration for all members of the school and the wider community. All constituencies that make up our community – trustees, administrators, faculty, staff, students, parents, and alumni – should respect, support, defend, cooperate with, speak well of each other and Maclay School, and place the best interests of the institution first.

This Handbook supersedes all previous handbooks, policies, and practices which are in any way inconsistent with the contents of this Handbook and may be revised at any time.

Maclay School admits students of any race, color, national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. Maclay does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, scholarship and loan programs, or athletic and other school-administered programs.

MIDDLE SCHOOL HANDBOOK

DAILY SCHEDULE OF CLASSES

8:15-8:25	Homeroom/Advisory	
8:30-9:50	1A	1B
9:50-9:58	Break	
10:00-11:20	2A	2B
11:20-11:50	Lunch	
11:50-12:00	Recess	
12:05-1:25	3A	3B
1:25-1:35	Break	
1:40-3:00	4A	4B

WEDNESDAY SCHEDULE

8:15-8:25	HOMEROOM/ADVISORY
8:30-9:30	BLOCK 1A OR B
9:30-9:38	BREAK
9:40-10:40	BLOCK 2A OR B
10:45-11:10	PERSONAL LEARNING TIME
11:15-11:45	LUNCH
11:50-12:50	BLOCK 3A OR B
12:50-12:58	BREAK
1:00-2:00	BLOCK 4A OR B

ARRIVAL AND DEPARTURE

Middle School is in session from 8:15 A.M. to 3:00 PM (2:00 PM on Wednesdays). Faculty supervision is provided from 7:50 AM to 3:20 PM. It is expected that every child will go home by 3:20 P.M. (and 2:20 P.M. on Wednesdays) unless: (1) a special help session has been arranged with a teacher; (2) a student is attending an organized athletic, club, or other co-curricular activity under the supervision of a teacher; (3) a student is serving a detention; (4) a student has permission from an administrator or from the Middle School Center to do work in the library; or (5) a student is signed in to the Middle School Center. Any student who has not been picked up or is not involved in one of the above will be sent to the Middle School Center. Students should wait in front of the Middle School complex for their ride. If a student is not picked up by 3:20 P.M. or is finished with after-school help/sports early, he or she must report to the Middle School Center. **If students are wandering around campus after 3:20 P.M., they will be given an infraction for not going to the Middle School Center.** The Center is open from 3:00 to 6:00 P.M. (2:00-6:00 P.M. on Wednesdays). The Center is not open on special early release days (11:30 A.M. dismissal). There is no charge for the Middle School Center.

Parents are asked not to disturb classes while in session. Students should not meet parents in the parking lot to pick up forgotten items.

SIGNING IN AND OUT

All Middle School students arriving to school late (after 8:15 A.M.) or leaving school early (before 3:00 P.M.) must sign-in or out at the Middle School office and get a pass to get into class. No student may leave campus without administration approval, all appointments (doctors, dentists, etc.) should be scheduled after school. When arriving late or leaving early, students should see the teachers of the classes missed to get their assignments and turn in assignments due. If students are sick, they should inform a faculty member so they may go to the clinic, call home and sign out. The clinic will let the Middle School office know if the student has checked-out to go home.

ATTENDANCE

DEFINITIONS

- Tardy from class = A student who misses up to 20 minutes of class is defined as tardy from that class.
- Absent from class = A student who misses 20 minutes or more of a class is defined as absent from that class.
- Absent from school = A student who does not attend 2 academic classes in the school day. This student is not eligible for extracurricular activities.

ABSENCES

1. When a child is absent, parents are expected to notify the Middle School office by 9 A.M.
2. If you need to get notebooks or classwork please see the Middle School office. Homework may be listed on Schoology daily, but may not include class work.
3. When the student returns to school after any absence, the student must bring a note stating the reason for the absence and the dates of the absence to the Middle School office. The student will be issued an excused or unexcused pass to take around to all his or her teachers to collect missed assignments. Failure to bring a note from a parent or doctor after the day of being absent will constitute an unexcused absence. It is the student's responsibility to check Schoology and check with each teacher for work missed during the absence. Students should turn in their pass signed by all teachers to the Middle School Office at the end of the day.
4. Parents are expected to inform the Middle School office in writing concerning all expected student absences due to family trips or vacations. Students will bring a note from their parent or guardian **IN ADVANCE OF THE ABSENCE**, get a blue form from the Middle School office, take the form around to all of his or her teachers to have it signed and be responsible for attaining the assignments that are to be completed upon his or her

return, and then turn it into the Middle School office. The student will receive a copy of this blue form. This form should be completed at least 24 hours in advance. Students are responsible for getting assignments from each teacher and arranging a set schedule to make up all work missed during the trip. **Students should check Schoology**. Failure to do so in a timely manner will result in the student receiving a Z (0 on the grading scale) for that assignment. Students should communicate with their teachers between classes, at break, or during Advisory/Community Time to discuss missing work. It should not be done in the middle of class.

5. Absence from classes for part of the day: The student must bring a note of excuse from parent/guardian, doctor, or dentist, stating the date, time, and reason for absence. Students should notify teachers in advance of an upcoming non-emergency appointment. This note should be shown to the teachers of the classes to be missed and initialed by these teachers prior to leaving campus. The student should keep this note and use it to sign out at the Middle School office before leaving. If a student misses an announced test or quiz because of an absence for a portion of the school day, but is well enough to be in school for the remainder of that day or well enough to attend co-curricular activities, the student must make up the missed test or quiz on that same given day. Failure to follow this procedure may constitute deduction of points from the test.
6. Absences on the day preceding or following a scheduled school vacation will be **unexcused** unless specifically cleared IN ADVANCE with the Middle School office.
7. Students missing classes for field trips, sports, or any reason other than illness are required to obtain assignments beforehand, turn in assignments due, and make arrangements to take quizzes or tests **before leaving**. Students are expected to be prepared for class the next day. Failure to follow this procedure could affect academic grades.
8. Students who arrive late must check in with the teachers of the classes missed (before the end of the day).
9. When students want to attend ceremonies or plays of their younger or older siblings, they must bring **in advance** a note from a parent requesting the missing of classes and get approval from the Middle School office and all teachers involved.
10. For all absences, a student will need a note from a parent or doctor with an acceptable reason for the absence.
11. **Students must attend school for at least two periods to be able to participate in sports or social events.**

ABSENCES FROM ACADEMIC COURSES

Upon the fifth (5th) absence in an academic class in one academic quarter, a student's letter grade will automatically be lowered 3 points on the 18 point scale (ex. A- becomes a B-.) For every two (2) absences after five (5), the student's grade will automatically be lowered an additional 3 points on the 18 point scale (ex. A- becomes a C-.)

Missing 25% of an academic course may lead to NOT earning credit. Therefore, the course may need to be retaken.

EXTENDED ABSENCES

Absence in excess of **five** consecutive school days or 10 non-consecutive school days in any given academic quarter will be excused only with a doctor's note or with administrative approval arranged in advance of the extended absence. Otherwise excessive absences will be considered unexcused. Maclay School reserves the right to deny students participation in any and all co-curricular activities due to excessive absences or outstanding work. Please remember that, as stated above, students will receive a Z for any test or quiz missed during an unexcused absence.

CHRONIC ABSENCES

Maclay School reserves the right to request the withdrawal of a student if chronic absences make it impossible for work to be made up in a timely and reasonable manner. If a student is absent for a period more than 10 days, a written Care Plan initiated by Guidance is required. *Please see the Care Plan section below.*

CARE PLAN

Any student with a medical/mental health condition that contributes to the student missing an excessive amount of school is required to have a Care Team meeting. The meeting will be called by the guidance counselor.

CARE TEAM MEETING

The purpose of the Care Team meeting is to support the student academically and emotionally so that he or she can be successful during periods of excessive absences.

CARE TEAM

The members of the care team may include: Student, Parents, Guidance Counselor, Teachers, Division Director, Head of School, Assistant Head of School, Dean of Academics, School Nurse, Center for Learning, and Security.

Maclay School reserves the right to ask a student to medically withdrawal if after working with the Care Team the student's condition precludes them from completing academic work or earning representative grades.

TARDIES

1. Students arriving on campus after 8:15 should sign in at the Middle School office, receive an excused or unexcused pass, and then proceed directly to his or her classroom. A student will receive a detention on the second offense for not checking in with the office after being late to first morning class.
2. Students must bring a note of excuse stating the date and reason for tardiness to the Middle School office. This note is to be presented to the Middle School office when signing in. If there is no note, then the tardy will be unexcused.
3. Written excuses from parent(s) and parent(s) signing in will be accepted for a tardy to be excused. Phone calls will NOT be accepted.
4. Only tardiness (between classes) involving student-teacher interactions will be excused. The teacher involved will write a pass for the student stating the date, time and reason for the tardiness. The student will present this pass to the teacher of the class for which he or she is late. Otherwise, the student will be noted as unexcused tardy.
5. Any student with an unexcused tardy to class will receive an infraction notice. An unexcused tardy may affect his/her citizenship grade.
6. On the third unexcused tardy and for everyone thereafter for the remainder of the academic quarter, a student will have to serve a lunch detention. Students are responsible for any work missed due to excused or unexcused tardiness.
7. Tardies in excess of 10 nonconsecutive days in any given academic quarter will be excused only with a doctor's note.

POLICY REGARDING WORK MISSED DURING ABSENCES

1. Long-range assignments are due on the day assigned even if the student is absent. It is expected that the student who has had 5 or more days to work on a project will send that assignment in by a friend or sibling if the student should be absent. The only exceptions are extensions approved by a member of the Middle School administration.
2. Assignments that are not long-range assignments missed due to an unexpected absence must be made up on the day on which the student returns to school. Assignments that are not long-range assignments missed due to an expected absence (i.e. trip, sport event, or a scheduled appointment) must be arranged prior to the day of absence with the teacher. It is the student's responsibility to notify teachers when expected absences will occur to make up assignments.

3. Tests or quizzes are expected to be completed upon the student's return unless otherwise arranged by the teacher. A student who fails to complete the required assignment as scheduled, will receive an academic penalty.
4. Absence for a portion of the school day: If a student misses an announced test or quiz because of absence for a portion of the school day, but is well enough to be in school for the remainder of that day or to attend co-curricular activities, the student must make up the missed test or quiz on that same day. This supersedes school related activities. Failure to make up the missed test or quiz on the assigned day may result in an academic penalty (i.e. lowered letter grade)
5. For every one absent day, the student is provided with one day to turn in missed assignments (i.e. If a student is absent for 3 days, then the student will have 3 days to turn in all missed assignments). The student must arrange with his/her teachers.
6. As a courtesy, homework is generally posted daily on Schoology. However, the most up-to-date assignment is found in the classroom, and it is each student's responsibility to obtain complete instructions from the instructor rather to rely solely on Schoology.

- ALL UNEXCUSED ABSENCES MAY OR MAY NOT MERIT CREDIT FOR ANY TURNED IN MISSED ASSIGNMENTS.

GENERAL INFORMATION

VISITORS/VOLUNTEERS

Students from other schools who wish to visit Maclay should get prior approval from the Admissions Office. Visits must be scheduled and arranged through the Admissions Office.

All other visitors and volunteers to the Middle School must sign in at the Middle School office and receive an identification tag. This tag must be worn at all times while on campus on the given day.

PARENT-TEACHER CONFERENCES

Conferences may be requested by parents, teachers, guidance counselor, or the Middle School administration as the need arises. Conferences may be held with individual teachers or with all your child's teachers. Group conferences should be arranged through the Middle School administration. Parents should not show up at a teacher's classroom and expect an immediate conference; all conferences must be scheduled in advance.

Telephone messages can be left for teachers and administrators at school. Calls will be returned either before or after school or during a teacher's break time. Please refrain from calling a teacher on their personal phone.

The Middle School Director is available to receive phone calls during the school day and may return phone calls if not available during the time the phone call is received. Messages may be left with the administrative assistant.

TELEPHONES

Students may place essential local calls on classroom phones with the permission of their teachers. Students must limit these calls to three minutes or less. The office phone may be used by students. Please do NOT call or text your child on his or her cell phone or smartwatch during school hours. All cell phones and smartwatches should be kept turned off and in the student's locked locker or backpack during school hours.

See page one for campus telephone directory.

TRANSPORTATION

PARENTS DRIVING CHILDREN TO SCHOOL

Parents dropping off their children in the morning or picking them up in the afternoon are asked to use the designated discharge and pick-up lanes in front of the Middle School. **Please do not block traffic.** Please abide by the speed limit on campus at all times.

PARKING/ DROPPING OFF

Parents should not drop off their children in the parking lot, but should use the drive-through drop-off lanes. Parents dropping students in the parking lot create a parking problem for teachers trying to get to their parking spaces and create a dangerous situation for their children.

FOOD

The Dining Hall offers a full lunch service daily, with a hot food line. Marauder Meals will offer real fruit smoothies and a variety of items à la carte. Some of these items are fresh fruit, yogurt, raisins, and granola bars. Individually wrapped ice cream desserts will also be available. Drink choices include juice, water, white and chocolate milk, Powerade, tea, lemonade, and raspberry tea. Menus will be available on the Maclay website.

There are two ways to pay for lunch. Students can pay using either cash or their established biometric accounts. The forms needed to establish students' biometric accounts can be found on the Maclay School website. Please be aware that students who charge lunch causing their account balance to go negative will be subject to a 15% fee per transaction. Additionally, all accounts having a negative balance of \$20 or more will be disabled until the account is brought current.

Food and drinks except water will not be permitted inside classrooms.

LOCKERS

Students in Grades 6 to 8 are assigned individual lockers with a lock. Any abuse of the locker will subject the student to disciplinary action. Students are urged to keep their lockers locked to protect their belongings. No student should change locks on his or her locker without permission from the Middle School Director. A master key for locks whose combinations have been lost is filed with the Head of School's office. The school has an absolute right to perform a search and seizure of a student and his/her locker or possessions. A student who loses a lock must pay a \$5.00 replacement charge.

BOOK BAGS

Book bags and backpacks are not allowed in any classroom. When students arrive at school, they are required to place necessary materials from their book bags into their lockers and carry into the classroom only the books, computer, notebooks, and other materials needed for the next class. All bags may be stored on the hooks. No bags or books should be on the walkway or ground. It is a safety hazard.

LIBRARY

The Marian Lawton Langford Library is a state-of-the-art academic library designed to meet the diverse needs of all members of the Maclay community. Centrally located, the library serves as the hub for information, collaboration, technology, and creativity on campus. Our services and programming are planned to prepare students and faculty with the ability to locate and utilize information in a timely and selective manner. The library endeavors to support the instructional

curriculum at Maclay School, ensure effective use of information and ideas, and instill a passion for reading and deeper understanding.

Policies and hours for Middle School students:

1. Hours:
 - a. Monday, Tuesday, Thursday, Friday - 8:15 A.M. to 3:00 P.M.
 - b. Wednesday, 8:15 A.M. – 2:00 P.M.
2. Before school: Middle School students are welcome to visit the library before school, but must sign in at the Circulation Desk. The library should be an area to enjoy and socialize, but with respect to students who are quietly reading or studying.
3. After school: The library is open until 3:15 P.M. for Middle School students without a pass. All Middle School students must sign-in at the Middle School Center if they wish to remain on campus after 3:30P.M. The library may not substitute for enrollment in this program. From 3:15 P.M. on, Middle School students may use the library only if they have a pass from the Middle School Center and need to access library resources.
4. Students must sign-in and out of the library before, during, and after school using the Library Sign-In.
5. The library is an area for quiet reading, study, collaboration, and educational computer use. Students are expected to observe these guidelines at all times. Students who do not behave properly may be asked to leave, may be given detention by the Librarian, or may lose their library privileges altogether.
6. Middle school students have unlimited check-out privileges. Books are circulated for a period of two weeks. Overdue fines are not charged, but report cards may be held at the end of the school year and a bill forwarded to the Business Office for overdue/lost items. The cost will be the replacement value of the overdue or lost item. Students with multiple overdue or lost items will lose check-out privileges until the books are returned or paid for.
7. Students are expected to follow all digital etiquette guidelines as outlined in the school's Acceptable Use Policy.

MIDDLE SCHOOL CENTER

The Middle School Center is open from 3:00 to 6:00 PM. On early release Wednesdays, the Center is open from 2:00-6:00 P.M. If a student is not picked up by 3:20 P.M., or is finished with after-school help/sports early, **he or she must report to the Middle School Center**. All school rules apply. Students who abuse the rules of the center may be asked not to return. The afterschool center is a privilege and a convenience for both parents and students. Parents must sign an acknowledgement that they have read the rules for the Center and must fill out an emergency care form.

FINANCIAL AID

Maclay School offers a Financial Assistance Program which operates in conjunction with FACTS. All parents seeking financial assistance must complete and send in the confidential parents' financial statement. Forms are available only online after January 1st and must be completed no later than April 15th. We cannot guarantee the processing of applications for financial aid filed after that date. Additionally, parents must submit a copy of their Federal Tax Return from the previous year along with their application online. Directions for the application are on the Admissions page of the Maclay Website.

In making a financial grant to students, the Financial Assistance Committee considers the family's monetary needs and the candidate's potential for a successful Maclay School experience. All grants are made for one year and the financial aid application must be resubmitted each year for consideration. In considering renewal of grants, the family's need as well as the student's academic achievement, citizenship, and contribution to the school are considered. If in the judgment of the school, a student is not living up to his or her potential in the above-mentioned areas, his or her grant may be lessened or terminated.

NON-PAYMENT OF FEES

A student's enrollment in, and attendance at, Maclay School is subject to termination if payment of tuition is more than 60 days in arrears, unless a payment plan is approved by Maclay School. Students for whom tuition is owed to Maclay School will not have their examinations graded and will receive an incomplete instead of a letter grade for all courses taken during the grading period or periods for which tuition is owed until the tuition is paid in full or is paid in accordance with an approved financing or payment plan.

Students who have not paid the re-enrollment fee for the following school year are not eligible for any of the following:

1. running for office of any club, including Student Council, for the next school year
2. trying out for any competitive activity, such as cheerleading, Dance Team, or a sports team
3. working out with a team during summer training

HONORABLE USE OF TECHNOLOGY

Personal integrity and academic honesty are fundamental principles that must be upheld by all members of the Maclay School community to create an atmosphere in which trust, scholarship, and friendship may flourish. These principles are in accordance with notions of common decency and respect for the rights and feelings of others. In the world of technology, these principles apply on or off campus. Behavior in the electronic world must reflect the same standards of honesty, respect, and consideration applied face-to-face.

Students must know they are accountable for any words, pictures, or video they post to social media accounts or sites. The School's discipline system is not designed to be a long list of prohibitions, warnings, and punishments. Rather, it is intended to foster within students a sense of responsibility and respectfulness for themselves and those in the community around them.

Students should expect that anything they post may become public and should know that the School will act firmly if any acts of harassment, hazing, bullying, or violation of our behavioral standards come to the attention of adults in the community.

E-MAIL ACCOUNTS

The official method of communication at Maclay School for students is their Maclay.org e-mail account. In order to stay informed and aware, students are required to set up and maintain their Maclay.org e-mail account and to check it on a daily basis. If a student chooses to forward e-mail from his or her Maclay account to another e-mail account, he or she will still be held responsible for all information distributed by Maclay School to said Maclay.org e-mail account. All e-mail correspondence sent by students to Maclay faculty or staff should be sent from their Maclay School e-mail accounts. This method is the only way to insure that e-mail is able to be tracked and delivered, whereas e-mail sent from other e-mail providers may be quarantined or otherwise filtered and not delivered to the intended recipient. Difficulty with e-mail is never a valid excuse for missing assignments or turning them in late. Students should check their e-mail account daily.

HOMEWORK

Students are assigned homework on a regular basis. If a student does not have written work for that course, he or she should review and study course material. If there is extra time in their study period at home, we always encourage students to read. All homework assignments are counted towards a student's academic quarter grade.

As a courtesy, homework is generally posted daily on Schoology. However, it is each student's responsibility to obtain complete instructions in class rather than to rely solely on Schoology. Assignment planners are provided for each student by the Middle School to assist students in maintaining organization.

Lending homework to a fellow student to copy is considered CHEATING by both participants.

COMPUTERS

All Maclay students are expected to sign and abide by the policies of the Computer Acceptable Use Policy Agreement. Failure to turn in the agreement means that the student will not be allowed to use Maclay computers. Failure to abide by the policy will result in disciplinary action. *See the Honorable Use of Technology section above.*

Students are required to bring their personal laptop to school each day and must be fully charged. There will not be any laptop carts for students to borrow laptops at the Middle School. If a student needs to borrow a laptop, arrangements must be made in advance with the Technology Department. Students may be charged a fee in order to borrow a laptop. A student's personally owned laptop may be used only with teacher's permission at an appropriate time during class computer activities. Laptops, phones, or iPads are not to be used without teacher approval. Educational computer games can be allowed on phones or I-pads with the permission of the teacher.

OTHER ELECTRONIC DEVICES

Between 8:15 A.M. and 3:00 P.M., any tablets, phones, or e-readers may be used only for reading books, or with specific permission from the teacher for something other than academic tasks. If a student is found using a personal electronic device for any other reason, it will be confiscated. The first offense merits one day's confiscation. If there is a second offense, the parent, in person, must retrieve the device. The student will lose their device for one week if there is a third offense.

Personal devices are only to be connected to Maclay-Personal-Devices wireless with your Maclay username and password. Connecting or attempting to connect to any other wireless or wired network on campus is strictly prohibited.

***Other reminders:

- a. Students are not allowed to take photographs or videos with any device on campus (before, during, or after school), without the permission of a teacher and the permission of the person(s) in the photograph. Pictures should never be posted on the Web without prior permission of the people in the picture. Consequence – the student is sent to the Dean of Students.
- b. Parents may contact the middle school office for any messages to be given to students as all cell phones and SmartWatches are to remain in student's locker.
- c. PARENTS, PLEASE DO NOT CALL OR TEXT YOUR CHILD DURING THE SCHOOL DAY.

DRESS CODE

Students will choose from khaki, navy, and grey uniform bottoms (or the Middle School's designated plaid for skirts) paired with white, navy, light blue, or grey top with the Maclay School crest/logo.

There will be considerations given to the 8th graders. They will be allowed to wear blue jeans (with guidelines, such as: no tears, no jeggings, etc.) during the 2019-2020 school year.

Students may wear heavy winter coats, lightweight jackets, cardigans, and sweaters that are Maclay's solid colors (white, navy, grey, or light blue). Hoodies and sweatshirts must be with a Maclay logo or authorized by Maclay (i.e. team or club sweater).

Students may wear any socks, tights, and shoes that are deemed appropriate by the Division Director (refer to *Other Dress Code Rules* below).

Students who are part of a Maclay athletic team or club may wear their team/club's top on the days they have a game, a competition, or performance if abiding by the Maclay School dress code policy (refer to *Other Dress Code Rules* below). All tank top style jerseys or shirts *must* be worn over a Maclay uniform shirt. Students will be required to wear school uniform bottoms.

Fridays are Spirit Day at Maclay. Students are encouraged to demonstrate school spirit by wearing a Maclay shirt, such as a team or club shirt. Students will be required to wear school uniform bottoms.

BOYS

BOTTOMS

- Solid Colors – khaki, navy, and grey.
- Types – shorts, cargo shorts, pull-on elastic waist shorts, pants, or dress pants. Shorts must be a minimum of fingertip length.
- 8th graders *ONLY* may wear blue jeans (no torn edges, holes, or leggings)

TOPS

- Solid Colors – white, navy, light blue, or grey
- Types – collared shirt, polos, or T-shirts (long or short sleeve); mock-neck top
- The Maclay crest must be printed on each top.

OUTERWEAR

- Any heavy winter coat, lightweight jackets, cardigans or sweaters that are solid Maclay colors (without any symbols other than a small print of brand).
- Hoodies and sweatshirts must have the Maclay logo or be an authorized Maclay team or club sweater/sweatshirt.

GIRLS

BOTTOMS

- Colors – Solid khaki, navy, and grey; and three new designated plaid for skirts and skorts.
- Shorts, pants, skirts, skorts, jumpers, and dresses that match Lands' End styles.
- All shorts, skirts, skorts, jumpers, and dresses must be a minimum of fingertip length, including any slits.
- Maclay logo/crest expectation for dresses are posted on Lands' End; if the dress is labeled "option," then no crest is needed.
- 8th graders *ONLY* may wear blue jeans (no torn edges, holes, or leggings)

TOPS

- Solid Colors – white, navy, light blue, or grey
- Types – Collared shirts, blouses, polos, or T-shirts (long or short sleeve); mock-neck top
- The Maclay crest must be printed on each top.

OUTERWEAR

- Any heavy winter coat, lightweight jackets, cardigans or sweaters that are solid Maclay colors (without any symbols other than a small print of brand).
- Hoodies and sweatshirts must have the Maclay logo or be an authorized Maclay team or club sweater/sweatshirt.

GAME DAYS, COMPETITIONS, AND PERFORMANCES/SPIRIT FRIDAYS

Students who are part of a Maclay athletic team or club may wear their team/club's uniform top on the days they have a game, a competition, or performance **if** abiding by the Maclay School dress code policy (refer to *Other Dress Code Rules* below). All tank top style jerseys or shirts *must* be worn over a Maclay uniform shirt. Students will be required to wear school uniform bottoms.

OFF-CAMPUS TRAVEL ATTIRE

- Solid navy top including the Maclay crest with khaki bottom unless otherwise noted.
- No jeans are allowed.
- Students will not be able to attend the off-campus function if the travel dress code rules are not followed.

OTHER DRESS CODE RULES:

- Athletic bottoms, bike shorts, tank tops, deep V-neck shirts, spaghetti straps, strapless, cropped or bare midriff shirts are NOT permitted, even under a jacket, sweater, or other cover-up. There shall be no cleavage showing. *Leggings* may be worn *only* under uniform bottoms or dresses.
- Shirts and dresses must cover all skin and underwear, even when the student's arms are fully extended and raised into the air. No cut-outs are allowed.
- Leggings, socks, and ties of all colors are allowed (no words are allowed on clothing items unless it states Maclay and inappropriate images are unacceptable). *Leggings* may be worn *only* under uniform bottoms or dresses.
- No sweat pants, athletic drawstring pants, velour pants, athletic sweat suits or warm-ups may be worn.
- No physical education shirts or shorts may be worn to class, except to physical education classes.
- No duct tape shall be worn on clothing.
- Clothing should contain no holes, torn or ragged edges, or be oversized so that underwear is visible or the waistband is not secured at the waist.
- No hats or sunglasses may be worn inside classrooms.
- No blankets allowed.
- No headphones on in the hallway unless approved by a teacher or administrator.
- No smartwatches to be worn during the school day.
- No visible body piercing will be permitted, other than girl's ear piercing.
- No chains are permitted to be carried or worn on clothing.
- Hairstyles should not be extreme or distracting deemed by administration (i.e. shaved hair prints)
- No visible underwear is permitted, including bra straps. No clothing that is see-through or mesh-type is allowed.
- Fingernail polish and other grooming aids (e.g., hairspray) should be used at home and should not be brought to school.

FOOTWEAR

- All students must wear shoes at all times.

- Shoes should not have heels over 2 inches high.
- No house shoes, shoes with heels, shoes with wheels, flip-flops, beach shoes, mesh shoes, soccer/sport sandals, shower shoes, flip-flops with heels, or other shoes that are not adequately secured to the foot are allowed.

Middle School	Boy	Crest	Girls	Crest
Bottoms	<ul style="list-style-type: none"> • Pants or shorts that match Lands' End styles • Shorts must be a minimum of fingertip length. • No athletic shorts. 		<ul style="list-style-type: none"> • Pants, shorts, skirts, skorts, jumpers, & dresses that match Lands' End styles. • Shorts, dresses, skirts, & skorts must be a minimum of fingertip length including slits. 	Some are m or opt (refer Lands' specif
Bottom Color	Khaki, Navy and Grey		Khaki, Navy, Grey, or Plaid (Land's End Classic Navy 561, Hounds tooth 432, Hounds tooth Check OHC)	
8th Grade Option	Blue Jeans (no torn edges or holes)		Blue Jeans (no torn edges, holes, or leggings)	
Tops	Collared shirts, polos, button-down, or crew neck shirts (long or short sleeves); mock-neck	Required	Collared shirts, blouses, polos, button-down, or crew neck shirts (long or short sleeves); mock-neck	Requi
Top Color	White, Navy, Light Blue, and Grey		White, Navy, Light Blue, and Grey	
Outerwear	Winter coat, sweater, jacket, cardigan, hoodie, vest	Required or authorized by Maclay	Winter coat, sweater, jacket, cardigan, hoodie, vest	Requi autho Macla
Outwear Color	Navy, White, Light Blue, Grey		Navy, White, Light Blue, Grey	
Spirit Day Fridays	School uniform bottom with any Maclay Top, T-shirt, or Team wear		School uniform bottom with any Maclay Top, T-shirt, or Team wear	
Travel Wear	Navy top with khaki bottom	Required unless otherwise noted	Navy top with khaki bottom	Requi unless other noted

*NOTE: Specific styles are provided on Lands' End website: www.landsend.com/shop/school-uniforms (Maclay School Code 900100223).

ACADEMIC POLICY

ACADEMIC OFFERINGS

The academic offerings, listed below for each grade level, stress the importance of study skills as well as the content of the discipline. All students take an introductory course in French, Latin, and Spanish in the sixth grade, and then students may choose to study either French, Latin, or Spanish beginning in the seventh grade. Students have a choice of Band or B.L.U.E. Classes for their Enrichment period. Seventh and eighth grade students who select the B.L.U.E. Classes/Enrichment courses will automatically be enrolled in the Expressions writing course and Robotics/Computers.

They will have the opportunity to additionally choose two courses from the selection of Enrichment electives: Forensics 101, iINNOVATE, Logic in Action, Visual Arts, Theatre Arts, or Community Outreach through the Arts. Students will be grouped in Mathematics according to their individual needs. The daily schedule provides for seven classes each day, a break, plus advisory/community time and lunch.

A student may not repeat any course for credit which he or she has passed.

Students wishing to take courses that are above their grade level must take a placement exam.

STANDARD COURSE OFFERINGS

Language Arts

Mathematics, Introduction to Pre-Algebra, Pre-Algebra, Algebra 1, Geometry

World Geography, Civics, American History

Earth/Space Science, Life Science, Introductory Physical Science

Spanish, French, Latin, Life Skills Spanish IA, French IA, or Latin IA, Spanish IB, French IB, Latin 1B

Physical Education

6th grade Enrichment: B.L.U.E. Classes (Art, Theater Arts, Exploratory Band, 6th Grade Band, Chorus, Orchestra)/Foundations (Expressions, Reading Workshop, Connections, Study Skills, and 6th grade Computer Science), or Study Hall. [Foundations and Connections classes are required]

7th grade Enrichment: B.L.U.E. Classes (Students can choose ~~two~~ courses from the additional elective list: Forensics 101; iINNOVATE; Exploring through Studio Arts; Community Outreach through the Arts; Urban, Contemporary, Outsider & Found Object Art, 3D & Ceramics, Theatre Arts, Exploratory Band, Middle School Band Chorus, Orchestra)/ Foundations (Expressions, Connections, and Robotics), or Study Hall. [Foundations and Connections classes are required]

8th grade Enrichment: B.L.U.E. Classes (Students can choose courses from the additional elective list: Forensics 101; iINNOVATE; Exploring through Studio Arts; Community Outreach through the Arts; Urban, Contemporary, Outsider & Found Object Art, 3D & Ceramics, Theatre Arts, Exploratory Band, Middle School Band Chorus, Orchestra)/ Foundations (Expressions, Connections, and 8th grade Computer Science), or Study Hall. [Foundations and Connections classes are required]

SPECIAL COURSE OFFERINGS

Upper School courses taken in Middle School are credited in the following ways:

The following courses taken in Middle School--Algebra I, French I, Latin I, or Spanish I--count only toward Upper School distribution requirements, not toward the credit total, nor are the grades averaged into their Upper School GPA. Such courses, however, will be listed on transcripts in a way which satisfies state requirements for math and world language. For example, a student who has completed Spanish I in Middle School need take only Spanish II to complete the language requirement. However, this student will have to take an additional unit of academic elective, not necessarily in Spanish.

If Middle School students are enrolled in Geometry, the course will be considered an Upper School Pre-AP level credit. The grades received for this course will be averaged into their Upper School GPA and will be recorded on college transcripts. All exams are not exempted in the Middle School.

LETTER AND CONDUCT GRADES

The Middle School issues letter grades, conduct grades, and a record of absences for each course every academic quarter. Grades are also recorded for semester examinations, for the semester average, and for the year-end average. Semester grades are determined by averaging the 2 quarter grades plus the semester exam grade, based on the grading scale. The

exam grade counts 1/5 of the semester grade in 6th through 8th grades. The yearly average will be determined by averaging the two semester averages.

GRADING SCALE

The grading scale used by all teachers is as follows:

Letter	18-point scale	Percentage equivalent
A+	18	98-100
A	17	93-97
A-	16	90-92
B+	15	88-89
B	14	83-87
B-	13	80-82
C+	12	78-79
C	11	73-77
C-	10	70-72
D+	9	68-69
D	8	63-67
D-	7	60-62
F	6	40-59
F-	3	0-39
Z	0	No work turned in
Ex		Exempt
Au		Audit
NG		No grade

In case of a fractional average, all teachers will follow a uniform policy of rounding up a grade at .5 or higher.

NOTE: The grading scale imposed by the Florida High School Activities Association (FHSAA) for purposes of athletic eligibility is computed on a different scale. See the Dean of Academics and/or the Director of Athletics for more information.

CONDUCT GRADES

Conduct grades are on a scale of 1 to 4. Conduct includes work habits, behavior, citizenship, and attitude. The grade is based on coming to class prepared (having paper, pen, textbook, and notebook) and on time; following directions and classroom rules; staying focused in class; participating when appropriate; being respectful to classmates and teachers; using school equipment appropriately; and demonstrating a positive attitude.

One signifies **Excellent conduct**. This student demonstrates outstanding conduct and citizenship as well as classroom participation and responsibility at all times; he or she has received no unexcused tardies or absences or any type of detention or written warning during the grading period.

Two signifies **Good conduct**. This student demonstrates acceptable conduct and citizenship as well as classroom participation and responsibility most of the time. He or she has received no more than one unexcused tardy, dress code violation, other lunch detention, or written warning during the grading period. He or she has no unexcused absences, after-school detentions, or suspensions related to that particular class.

Three signifies **Fair conduct**. This student's conduct needs improvement in citizenship, participation, and/or classroom responsibility. This student may also have received more than one unexcused tardy or lunch detention of any type, or any after-school detention or unexcused absence during the grading period related to that particular class.

Four signifies **Poor conduct**. This student demonstrates a lack of regard for classroom rules and/or rules stated in the Maclay Middle School Handbook and/or has received more than one after-school detention during the grading period related to that particular class.

Note: **Homeroom advisory conduct grades** reflect conduct during homeroom advisory as well as conduct outside the classroom. This conduct grade would also reflect detentions, warnings, or suspensions given by the Middle School Director, Deans, or other teachers in charge of that particular homeroom advisory group (field trips, assemblies, etc.).

See each individual teacher's Policy Sheet for further explanation.

SOCIAL PROBATION

When a student has continually exhibited behavior of concern (consistent failure to abide by classroom rules, one conduct grade of 4 in one grading period, two or more after school detentions earned during the school year, violation(s) of the Statement of Community, etc.) to the administration, the Dean of Students, in consultation with the Middle School Director, may place a student on Social Probation. Upon being placed on Social Probation, the student will be monitored closely by the faculty and the Dean of Students. On a continual basis, to be determined by the Dean of Students, the student will be evaluated by his/her teachers and the Dean of Students on issues such as accountability, respect, honorability, and conduct. The length of Social Probation will be determined by the Dean of Students in consultation with Middle School Director. Social Probation may limit a student's privilege to attend school-sponsored events such as dances, prom, sporting events, and other related activities. At the discretion of the Dean of Students, in consultation with the Middle School Director, Social Probation may extend into the summer and the next school year. A student placed on social probation and who continues to violate the Honor Code and/or standard of acceptable behavior, may be sent before the Review Board (*please see this section below*) and/or have his/her contract held until the academic year is completed. At this time, the School will determine whether or not to extend a contract for the upcoming school year.

INTERIM REPORTS

In order to report performance and behavior, Interim reports will be compiled. These reports will reflect current class averages and conduct. By the fourth week of the academic quarter, teachers will have written a comment on the Portal to reflect performance noted. Students not performing at an acceptable level will meet with their Academic Advisor and the Dean of Academics, will be placed on a Middle School Improvement Plan, and may lose privileges. Students and parents must sign the Middle School Improvement Plan to ensure academic growth and continuance with co-curricular activities.

REPORT CARDS

Middle School students' grades will be posted on the Portal page at the end of every academic quarter. Before issuance of final report cards, transcripts, or diplomas, all student charges, fees, and fines must be paid, and all books returned. Final report cards will be mailed home only to those families who wish to obtain a hard copy.

ACADEMIC WARNING

Any Middle School student who earns a grade below a C- on any interim report or grading period will be placed on a Middle School Improvement Plan. A letter will be sent to parents and a copy given to the student, the Athletic Department or Club Coordinator, and the Review Board as official notification, intended to impress upon the parents and student the

seriousness of his/her academic status. Any student already on a Middle School Improvement Plan, whose class average(s) does (do) not improve by the end of the academic quarter, will be placed on Academic Probation.

ACADEMIC PROBATION

While on Academic Probation, students will have a meeting with at least one member of their academic support team to discuss their academic performance, to identify strategies for improvement, and to create a Probationary Contract. During the Academic Probation period, students will be required to meet once a week with their advisor to ensure that the Probationary Contract is being followed. The advisor will communicate with teachers, as needed, to monitor the student's progress. In addition, students placed on Academic Probation will be restricted from participation in any and all co-curricular activities. Any student placed on Academic Probation will remain on Probation for a minimum of one grading period, but for a period of time not to exceed one semester. Any student on Academic Probation who fails to improve his/her academic status significantly before the end of the semester, will go before the Review Board.

REVIEW BOARD

The Review Board is convened for those students who have not fulfilled the terms of their Middle School Improvement Plan. Following a Review Board, a recommendation is made to the Middle School Director, who in return will make a recommendation to the Admissions Office regarding the student's continued enrollment at Maclay School. Acceptance into each succeeding grade is dependent upon satisfactory academic achievement, effort, and citizenship. Re-enrollment is NOT automatic. If re-enrollment is denied, specifics will be given in a letter.

The Review Board will consist of the Middle School administration, Guidance Counselor and/or the Director of Center for Learning, and Middle School faculty members.

PARENT/STUDENT PORTAL

The Parent/Student Portal is a web-based application which is tightly integrated with Power Teacher, the electronic gradebook system used by Maclay School. Using the Parent/Student Portal, a parent or student is able to view the student's schedule, grades, teacher comments, and attendance history. Parents are also able to e-mail the child's teachers, in addition to viewing and printing the child's data.

Please note: Grades are not final until the end of the term is finalized and grades are shown on the Historical tab in the Portal. Teachers may make adjustments to the electronic gradebook record up until that time.

Information on the Portal is secure and requires a username and password to access. Parents will be sent a letter from the school's Information Technology Department that will include a Parent Portal ID necessary to access student information. Parents are urged to keep this username and password in a secure place. In the event that parents do not receive a letter or have problems accessing the Portal, they should contact the Information Technology Department Help Desk at 850-668-5105 or gradebook@maclay.org.

QUALIFICATIONS FOR ACADEMIC HONOR ROLL

An Honor Roll list and certificate will be awarded each academic quarter to those students who meet the following requirements:

- High Honor Roll: Students who obtain all A's with no grade below an A- and all 1's in Conduct.
- Honor Roll: Students who obtain all A's and B's with no grade below a B- in any subject.

- Citizenship Honor Roll: All 1's in Conduct each quarter, maintain perfect attendance with no tardies, and no infractions.

At the end of each grading period, there is a celebration to honor students who have made High Honor Roll, Honor Roll, and Citizenship Honor Roll. At the end of the year, there is an awards ceremony per grade to honor students who have earned High Honor Roll for all four grading periods, have maintained perfect attendance throughout the school year, have earned the highest GPA for all grading periods, or have earned awards in their individual classes.

EXAMS

Middle School students are given semester exams at the end of each semester. A schedule of exam periods will be given. Semester exams may not be missed. A doctor's excuse is required for absence from an exam. If a family plan calls for a pre-excused, non-medical absence from an exam, a \$50 make-up fee will be assessed for each exam missed, including the World Language listening and the Language Arts essay. For any of these absences from an exam or part of an exam, the student must make arrangements in advance.

TESTING PROGRAM

All students will be administered an achievement assessment through the Educational Records Bureau. This assessment is a computer-adaptive formative assessment. The assessment is given in the early fall of the school year to monitor student progress in the student's academic foundation. This data helps to plan for instruction and content for the students as they move throughout the school year.

CENTER FOR LEARNING/STUDENTS WITH DISABILITIES

The Center for Learning coordinates all accommodations and services (including tutoring) for students who are suspected of having, or who have been identified with a learning difference or disability. If your child has a disability or you suspect that your child may have a learning difference or disability, please contact the Director of the Center for Learning, Frank McKeown at (850) 907-1401 or centerforlearning@maclay.org. The procedures are as follows:

1. Once a student has been identified as a student of concern by a parent, teacher, division head, or guidance counselor, staff of the Center for Learning will begin collecting data from multiple sources (interviewing parents, looking at work samples, observing the student in the classroom, conducting an informal evaluation, etc.)
2. Once more data has been gathered, a staff member of the Center for Learning will hold a meeting with parents, teacher, guidance counselor, and division head to discuss the data collected. This meeting is optimally conducted as a team, but may be conducted separately if it is determined that immediate actions need to take place. During this meeting
 - a. Staff from the Center for Learning collaborate with parents and teachers to formulate a provisional Accommodation Plan for the student which lists the accommodations to be provided in the classroom.
 - b. Supplementary Services may be recommended to parents (tutors etc.)
 - c. Parents may be asked to provide additional data via a psycho-educational evaluation, speech-language evaluation, or occupational therapy evaluation, and parents are provided with lists of professionals in the area who conduct these evaluations.
 - d. Parents may be asked to do additional work at home with the student to support that student.

3. Staff from the Center for Learning follow up with parents to ensure timely execution of the formal assessments, and the student's progress is monitored frequently.

4. When the parents submit the results of the assessment, the staff of the Center for Learning writes a formal Accommodation Plan to replace the provisional AP. This new plan includes instructional strategies for teachers, a revised list of accommodations, and a list of parent expectations. The parents are given the opportunity to provide input and make suggestions or changes to the AP before it is shared with teachers. If the formal testing suggests services or accommodations that are not available at Maclay, we inform parents of educational settings in which the student would likely make better progress.

5. Maclay School requires that parents provide the report of a full psycho-educational evaluation administered by a licensed psychologist in order to be considered for accommodations. Maclay School requires that a student be re-evaluated at least every four years in order to continue to provide a student with accommodations, unless the disability is a physical disability.

Policies regarding provision of services through the CFL and/or private tutors on campus:

1. All tutoring provided through the Center for Learning must be done on campus. The Center for Learning will handle all of the administrative activities and billing for these services.

2. If a student has an accommodation plan, a recommendation may be made by the Academic Dean and the Director of the Center for Learning to have the student not participate in a particular part of the school day with the approval of the Division Head. Students without an accommodation plan must participate in all areas of the general curriculum.

3. Private tutors may not serve as proctors for student testing.

RE-ENROLLMENT

Acceptance into each succeeding grade is dependent upon satisfactory academic achievement, effort, and citizenship. Re-enrollment is NOT automatic and is at the discretion of the administration.

The student and his or her parents will be notified if he or she is placed on Academic/Social Probation. If, at the end of one semester of Academic/Social Probation, the student's performance has not improved, his or her re-enrollment at Maclay School may not be granted. Social Probation may mean that the student is not allowed to attend certain Maclay Middle School social functions.

NOTE WELL: If a student fails a course in Middle School for the year, he or she must take a summer school course in order to remain at Maclay School. If re-enrollment is denied, specifics will be given in a letter.

ACADEMIC DISHONESTY

CHEATING

The following is intended as a guideline for students and parents. It is not meant to be an all-inclusive list. The judgment of faculty and administrators is always the final resource for determining what behaviors constitute cheating.

Maclay School holds high standards of personal conduct for students, and parents can reinforce those standards by articulating an ethical code through such a discussion with their children.

The following are *some* examples of the actions which constitute cheating and will result in disciplinary action:

1. Copying anyone else's work (another student, a parent, or a published source) and handing it in as the student's own work. This applies equally to materials from print and electronic sources (computer, radio, television, videos, etc). *Please see the Maclay School Policy Statement on Plagiarism below for more information.*
2. In science classes, copying data from lab partners is acceptable; copying conclusions and answers to questions is not.
3. Using any materials (for example, notes), other than those permitted by the teacher, while taking a test or quiz.
4. Asking for or giving specific information about a test already taken by another student.
5. Asking for or giving information to another student while taking a test or quiz. This includes looking at someone else's work or allowing someone else to look at the student's own paper.
6. Talking during a test or quiz, even if one's paper is already handed in, until all students have finished the task.
7. Using an unauthorized smart device during a quiz or test.
8. Using a translation source for work for a World Languages class.
9. If another person types a paper for a student, credit must be acknowledged.

MACLAY SCHOOL POLICY STATEMENT ON PLAGIARISM

Plagiarism is willfully or accidentally "[u]sing another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism.... [T]o plagiarize is to give the impression that you wrote or thought something that you in fact borrowed from someone.... Forms of plagiarism include the failure to give appropriate acknowledgment when repeating another's wording or particularly apt phrase, paraphrasing another's argument, and presenting another's line of thinking" (MLA Style Manual).

It is important to note that plagiarism may be intentional or unintentional, so students must take careful notes during the research process to avoid inadvertently using someone else's ideas or words. Plagiarizing unintentionally is not a defense, and as with intentional plagiarism, this action constitutes cheating.

Students should read the following section carefully so that they can identify and avoid the various forms of plagiarism. There are varying methods and degrees of plagiarizing, but Maclay School wishes to make clear that all of the following are unacceptable:

1. Direct copying from a source, word for word. This is especially common with Lower School age children, but persists into Middle and Upper School as well. Students must acknowledge any direct quote with:
 - a. quotation marks around the quoted material; and
 - b. in-text citation of source.
2. Paraphrasing. Many students think that changing a word or two here and there in their source material frees them from plagiarism. This is not true. The original passage must be read, put aside, digested, remembered, and rewritten in the student's own words. Otherwise, the student is still guilty of plagiarism. Paraphrases do not require quotation marks, but they do require in-text citation or a lead-in acknowledgement, such as, "According to F. Scott Fitzgerald...."
3. Use of someone else's original concept or idea, even if in the student's own words. Many students take ideas from authorities in the field, literary critics, even Cliff's Notes, and write about these concepts as if the student thought of them all by himself or herself. Such usage requires a textual acknowledgement, such as: "As the critic Mark Van Doren has theorized about Shakespeare, the character of Hamlet...."
4. A student may not consult any sources without acknowledging them in a Bibliography. This is an absolute requirement, unless every single thought in the paper comes strictly from the student's head. This is true even if the student included no direct quotes or paraphrases; if he or she read an outside work and his/her ideas were influenced by it in any way, a Bibliography must be included.

A word about Common Knowledge: ideas and information found repeated in several sources are assumed to be common knowledge and do not require citation. The student's safest policy if in doubt is to consult his or her teacher about whether a particular fact needs a source citation.

DISCIPLINE

PARENTS AND STUDENTS SHOULD READ THE FOLLOWING GENERAL DISCIPLINARY PROVISIONS CAREFULLY SO THAT THERE WILL BE NO MISUNDERSTANDING ABOUT MACLAY'S INSISTENCE THAT ITS STUDENTS BEHAVE WELL AND PROPERLY.

Maclay students are expected to adhere to the rules and regulations established by the Board, administration, and faculty. Parents are also expected to be familiar with Maclay's disciplinary policies and to lend their support when requested.

Maclay School expects and demands that each student conduct himself or herself in a way that is conducive toward maintaining high moral standards and academic, athletic, and social achievement. *Please see the Statement of Community above.*

Students should be aware that certain activities outside of school hours or off campus may result in loss of privileges and other disciplinary action up to and including suspension or expulsion. Students may be subject to discipline for misconduct that is contrary to the mission of the school, even if such conduct takes place off-campus, during non-school hours, or on breaks. Such behavior will be addressed at the sole discretion of the school, and the school reserves the right to deviate from the regular disciplinary process as may be deemed necessary under the circumstances. Some examples of such outside conduct that may have disciplinary ramifications include, but are not limited to:

- any violation of the law
- underage purchase, use, or possession of alcohol, illegal drugs, or a controlled substance not prescribed to that student
- cyber-bullying or other use or misuse of computers or computer websites that impacts or could impact the welfare of any member of the School community or the reputation or functioning of the school
- racist, sexist, or bigoted posts/activities
- impinging on the rights of other students, employees, or members of the school community

When a student does not live up to the school's expectations for behavior, we believe that an opportunity arises for education. This learning process for the student may include both disciplinary consequences for the particular offense, an apology for the action, and ongoing support with the goal of encouraging better decision making in the future, and restoration to our community.

Maclay School is neither a baby-sitting service nor a military academy, and self-discipline is expected of every student. Self-discipline and the ability to distinguish right from wrong are a challenge that each student will meet often during his/her lifetime, and Maclay School will not tolerate behavior that is disruptive, destructive, immoral, or illegal.

The Maclay Middle School Life policy is based on the Maclay Statement of Community (*please see this section above.*) This statement is designed to create a culture of safety, security, honor, and respect, so that Maclay School students may enjoy an environment in which learning is achieved.

As a member of the Maclay Middle School Community,

1. I will maintain my honor and integrity at all times
2. I will uphold an atmosphere of trust, respect, kindness, and consideration for all members of the Middle School and the wider community.
3. I will respect, support, defend, cooperate with, and speak well of others and Maclay School, and I will place the best interests of the institution first.

If during the course of the academic quarter, any of these commitments are broken, progressive consequences will be enforced by the faculty and/or administration.

The determination of disciplinary action may be made by one of the following:

1. Middle School Director
2. Middle School Deans
3. Honor Council
4. Disciplinary Committee
5. Classroom teacher

Such actions may include, but are not limited to: detention; suspension; referral to Honor Council; referral to Disciplinary Committee; probation; or expulsion. All disciplinary actions taken by the faculty and/or administration will be under the purview of the Head of School.

GUIDELINES

Failure to comply with these guidelines will result in disciplinary action and can result in Social Probation. Students are totally responsible for their own self-discipline at all times. Any offense against the dictates of common sense or good manners is a breach of school rules.

All classroom teachers will review their class rules with the students at the beginning of the year. There are specific guidelines expected of Middle School students. Failure to comply with these guidelines will result in detention or other disciplinary action.

1. Courteous and respectful behavior must be shown toward peers, administration, faculty, staff, interns, aides, and visitors at all times.
2. Students must respect school property and the property of others and never touch or borrow others' property without permission.
3. Students should never use improper language.
4. There will be no fighting, no verbal or physical bullying, no name-calling, cyber-bullying, or intimidation.
5. No gum chewing is allowed on campus.
6. There will be no spitting or littering on campus. Students are expected to pick up litter they see on campus.
7. All forms of dishonesty, gambling, lying, cheating, and other evasive behaviors are unacceptable. Situations involving cheating on schoolwork (homework, quizzes, or tests) will result in a Z (-6) on the assignment and a lower conduct grade. Suspension or referral to the Honor Council may follow, especially for a repeat offense.
8. While on campus or at any school-sponsored function off campus, no student will possess or use fireworks, knives, any weapon-like item, or any other device used to cause disruption.
9. Skateboards, bicycles, and scooters are not allowed to be used in school during the school day unless a faculty member gives specific permission.
10. Laser pens, computer watches, electronic games, or any other electronic devices (besides their laptop computer) are not allowed to be out of students' lockers or used during the school day anywhere on campus. They may be stored in lockers for use after the student leaves campus.

11. Students are allowed to bring their cell phones to school, but are not allowed to use them or have them on their person or in the classroom between 8:15 AM and 3:05 PM. If a student uses a cell phone during these hours, it will be taken away and the student will receive an infraction. For the second offense, the phone will be taken away, the student will receive an infraction, and a parent must retrieve it. For the third offense, the student loses the phone, receives a detention, and the parent must retrieve it at the end of a week. Students must keep their cell phones in their lockers or backpacks during the day. Students may not use their cell phones for picture taking or texting without permission of a faculty member. If students need to use a phone, they may use a classroom phone with permission of a faculty member.
12. Picture taking on campus with any device can only be done with the permission of a teacher including before and after school hours. Students may not post any pictures on social media without permission.
13. Violation of the Internet Acceptable Use Agreement, which the student must sign, is an Honor Code violation.
14. All books and book bags must be stored in lockers or on hooks. Storing items on the top of lockers is discouraged, and they may not be left on the walkways because it is a fire safety issue.
15. No student may sell anything for personal profit; items for a Maclay club may be sold with pre-approval.

INFRACTIONS

Written notification will be given by individual teachers for any student who breaks classroom/school community rules. Three infractions given at any point in the school year will result in a lunch detention. Infraction slips should be signed by the parents and returned to the Dean of Students. If an infraction slip is not signed within the next school day, then the student will be given an additional infraction slip.

DETENTIONS

In instances of misbehavior or other breach of conduct, a system of penalties may be administered in the form of detention during lunch or after school. The duration of penalty time imposed on an offender is determined by the seriousness of the offense and the offender's past record. Each detention must be worked out in tasks assigned by the faculty. Detention slips should be signed by the parents and returned to the Dean of Students on the date the detention is to be served. Failure to do so will result in another detention. Infractions/Detentions will lower conduct grades.

After-School detentions may be imposed for hitting another student, throwing objects, destroying property, fighting, exhibiting disrespect, or incurring repeated lunch detentions or dress code detentions.

Three detentions during one semester may result in a suspension. Repeated detentions may result in denial of participation in Maclay social functions.

HONOR COUNCIL

MIDDLE SCHOOL HONOR COUNCIL

The Honor Council is comprised of Middle School and/or Upper School representatives. The Middle School representatives may include: National Junior Beta officer(s), Middle School Student Council officer(s), Middle School Administrator(s), and a Middle School Faculty Member(s). The Upper School representatives may include: Upper School Administrator and/or Upper School Student Council officer.

DUTIES OF THE HONOR COUNCIL

The job of the Honor Council is to consider violations of the Honor Code. The Council must determine whether a violation has occurred and if so, may recommend penalties for violations. The Council may also refer a matter to the Middle School Director or to the Disciplinary Committee. In general, the Honor Council will act on cases involving violations of the Maclay

School Honor Code including, but not limited to: prejudiced conduct, lying, cheating, plagiarism, violations of the Internet Acceptable Use Agreement, stealing, or vandalism.

PROCEDURES

1. If a student believes that an honor offense has been committed, he or she should contact a teacher, the Middle School Director, or a member of the Middle School Administration.
2. The Middle School Administration decides whether a valid case exists. If they believe that the charge warrants investigation, the persons involved, including all witnesses, are notified and the Council convenes.
3. Students who commit honor offenses may turn themselves in; their integrity in doing so will be considered by the Honor Council.
4. In cases in which a member of the faculty, administration, or staff is the only individual in a position to detect an honor offense, that person is obligated to bring the student committing the offense before the Honor Council.
5. Students brought before the Honor Council have the right to have a faculty member of their choice present at the session. The faculty member advocate may speak on behalf of the student. No other advocate will be allowed at the session.
6. The proceedings of the Honor Council are closed to all except those directly involved. The identities of the offender and witnesses as well as the opinions set forth by the members of the Council during a case are privileged information; divulgence of these or any aspects of the Council session, except a guilty student's penalty and/or apology of action, constitutes a special honor offense.

PENALTIES

The penalties imposed by the Honor Council are subject to stated policies in Maclay's Student and Faculty handbooks. A disciplinary letter will accompany and summarize any penalties imposed by the Honor Council. The disciplinary letter may be expunged from a student's file if there are no further violations of the Honor Code. Penalties may include, but are not limited to:

1. Receiving a "Z" on an assignment
2. Performing work detail
3. Writing letters of apology
4. Having to redo an assignment for no credit
5. Detention
6. Suspension
7. Referral to the Disciplinary Committee

Under no circumstances may the Honor Council impose a penalty of expulsion. Expellable offenses are to be handled exclusively by the Disciplinary Committee. A record will be kept on file in the Middle School office.

APPEAL OF DECISION

A student may appeal a decision of the Honor Council to the Middle School Director within seven days of the Honor Council's reaching a decision. The Middle School Director will entertain an appeal only where material and relevant facts have been overlooked by the Honor Council. The Middle School Director will not consider an appeal where the purpose of the appeal is to reargue matters already considered by the Honor Council.

DISCIPLINARY COMMITTEE

COMPOSITION OF THE DISCIPLINARY COMMITTEE

The Disciplinary Committee is comprised of faculty and administrators appointed by the Assistant Head of School. The Upper School Student Council President serves as a non-voting member of the Disciplinary Committee. The Assistant Head of School shall serve as the Chair of the Disciplinary Committee. In the absence of the Assistant Head of School, an appointee shall serve as the Chair of the Disciplinary Committee. The Assistant Head of School does not serve as a member of the Disciplinary Committee.

DUTIES OF THE DISCIPLINARY COMMITTEE

The Disciplinary Committee handles cases involving disciplinary offenses that could result in harm to persons or property including, but not limited to, bullying, controlled substance offenses, possession of a weapon on campus, violence, and stealing. The Disciplinary Committee also may handle cases involving repeat or chronic offenses, any conduct that could lead to a student's expulsion from Maclay School, and, with precedence over the jurisdiction of the Honor Council, any other cases that the Disciplinary Committee decides, in its discretion, are appropriate for consideration by the Disciplinary Committee.

The Head of School, the Assistant Head of School, or senior administrator may refer any alleged offender to the Disciplinary Committee. Alleged offenders may also be referred to the Disciplinary Committee by the Honor Council. The Disciplinary Committee must determine whether an offense has occurred, and if so, must determine the appropriate penalty / apology of action for the offender.

PROCEDURES

1. When a student is referred to the Disciplinary Committee, the student and the student's parent or guardian shall be notified by a member of the senior administration of the charges against the student and of the time and place at which the Disciplinary Committee will convene to address the charges. Until the Disciplinary Committee meets, the student is under a suspension from school.
2. The proceedings of the Disciplinary Committee are closed except to the student or students charged with the offense, the parent(s) or guardian(s) of such student or students, any accuser(s), witness(es), and the members of the Disciplinary Committee. No student may be represented by legal counsel at a Disciplinary Committee meeting.
3. No video or audio recordings or transcripts of Disciplinary Committee proceedings shall be made. A record of the proceedings will be kept by the Chair of the Disciplinary Committee.
4. The Chair will begin the Disciplinary Committee proceedings by describing the facts as received by the Disciplinary Committee. The accuser(s), witness(es), members of the Disciplinary Committee, and the alleged student offender(s) will be given an opportunity to respond to the facts as set forth by the Chair.
5. All accusers and/or witnesses will present their account of the facts.
6. The alleged student offender(s), accuser(s), and witness(es) will have an opportunity to question each other.
7. Members of the Disciplinary Committee will have an opportunity to question any accuser(s), witness(es), and the alleged student offender(s).
8. The alleged student offender(s) will be given an opportunity to present testimony regarding good conduct or other mitigating circumstances that should be considered by the Disciplinary Committee in determining a penalty.
9. Parents or guardians of any alleged student offender(s) will be given an opportunity to make a statement to the members of the Disciplinary Committee.

10. All students, accusers, witnesses, parents, and guardians will be asked to leave before the Disciplinary Committee begins its deliberations.
11. The Disciplinary Committee will determine whether the student is guilty of the offense charged. If the student is found not guilty, the initial suspension will be expunged from his/her record. If the student is found guilty, the Disciplinary Committee will determine an appropriate penalty and/or apology of action. All decisions of the Disciplinary Committee shall be by majority vote of the members present with the exception of a decision to expel a student, which decision must be unanimous. Any tie votes will be broken by the Chair.
12. When a decision is reached, the Chair of the Disciplinary Committee will call the student's parent or guardian and inform them of the decision.

PENALTIES / APOLOGY OF ACTION

The Disciplinary Committee has complete discretion in determining the appropriate penalty and/or apology of action for a student found guilty of an offense charged. For violations considered by the Disciplinary Committee to be serious, a student may be placed on probation, suspended, or expelled. In determining the appropriate penalty and/or apology of action, the Disciplinary Committee may, but is not required to, consider:

1. the student's conduct record
2. the student's family circumstances
3. any health concerns
4. the student's attitude with respect to the offense charged
5. admission of guilt
6. the student's assistance in the Disciplinary Committee's investigation
7. any other extraordinary circumstances which may have impacted the student's behavior.

Each case brought before the Disciplinary Committee is different, and therefore, the Disciplinary Committee is not bound in any manner to impose similar penalties for similar offenses.

If a student withdraws from Maclay School prior to the Disciplinary Committee's convening, the Disciplinary Committee will not reach a conclusion regarding the offense charged. If, however, a student withdraws from Maclay School at any time after the Disciplinary Committee has convened, the Disciplinary Committee can reach a conclusion as to the student's innocence or guilt, and such conclusion will be noted on the student's records. Once the Disciplinary Committee decides to expel a student from Maclay School, the student will be considered expelled. Expulsion from Maclay School may affect a student's ability to attend a public school. If a student withdraws or is expelled from Maclay School as the result of a Disciplinary Committee proceeding, no part of the tuition for the academic year shall be refunded, and any unpaid balance for the entire academic year shall become immediately due and payable to Maclay School.

CRIMINAL CONDUCT

The Disciplinary Committee has the authority to suspend a student who is charged in any court, including Juvenile Court, with a violation of any penal law when the Disciplinary Committee determines that the student may pose a threat to himself or herself or to other Maclay School students or faculty, or that the student's continued attendance at Maclay School during the pendency of the court proceedings may in any way impede the education that Maclay School is providing its students. The Disciplinary Committee is not required to meet in person to make such a determination, but may be polled over the telephone. The student is not entitled to prior notice of a vote being taken by the Disciplinary Committee under such circumstances. Upon conclusion of the court proceedings, the Disciplinary Committee shall convene, if necessary, to determine whether further action, including expulsion, is warranted.

TRUANCY

In the Middle School truancy is defined as an unapproved absence from any class. Truancy of any kind may entail academic penalty and/or disciplinary action up to suspension.

ANTI-BULLYING POLICY

Maclay School specifically prohibits bullying of or by any student or employee. "Bullying" means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees in person, telephonically, online or by other means.

Bullying is prohibited at the following locations:

1. On the campus of Maclay School
2. At any location whatsoever, during a Maclay School related or Maclay School sponsored program or activity
3. On any Maclay School bus
4. Through any computer or electronic device while on any of the locations specified in numbers 1-3
5. While the school has no interest in involving itself in a student's off-campus behaviors, the school reserves the right to take action to the extent that those actions impact the individual's ability to continue at school or impacts other students' or employees' ability to be comfortable at school.

Examples of bullying include, but are not limited, to:

1. threats
2. intimidating
3. stalking
4. cyber-stalking
5. cyber-bullying
6. physical violence
7. theft
8. sexual, religious, or racial harassment
9. public humiliation
10. destruction of school or personal property
11. social exclusion, including incitement and/or coercion
12. rumor or spreading of falsehoods

Consequences of bullying may include, but are not limited to, referrals to the Disciplinary Committee, Honor Council, interventions, and/or disciplinary action by the school Administration.

Students and parents are encouraged to report, either verbally or in writing, suspected incidents of bullying to Guidance, their Division Director or a member of the Upper School Administration. A complaint may be made using the Community Standards Form located in each Guidance office, Division Director's office or the offices of the members of the Upper School Administration. Please see the Statement of Community above.

TOBACCO, ALCOHOL, AND DRUGS

The following policies govern the use of tobacco, e-cigarettes, vaping devices, vaporizers, alcohol, and drugs by students. Infraction of any of these policies is considered a serious offense.

1. Use of Tobacco: The use of any form of tobacco (smoking, “dip”/smokeless tobacco, etc.) is strictly prohibited on school grounds and at any school event. Maclay is a smoke-free school. Use or possession of this substance or device by students could lead to a suspension.
2. Use/possession of Vaping Devices, E-cigarette, Juul Vaporizers, or any paraphernalia: Vaping of any kind is strictly prohibited on school grounds and at any school event. Since we may not be able to identify what substance is being vaporized, the student is subject to the penalties below.
3. Students shall not consume, deliver, or have in their possession any alcoholic beverage on school grounds and/or at any school event. No student shall be on school property or attend a school activity, on or off campus, while under the influence of alcohol.
4. Students shall not at any time or at any place possess, use, or distribute illicit or prescription drugs of any kind or nature, including but not limited to opiates, barbiturates, amphetamines, or hallucinogens. No student shall be on school property or attend a school activity, on or off campus, while under the influence of any controlled substance.

Maclay School will not tolerate the use or the possession of alcohol or illegal drugs on school grounds or in any place or instance where the students are under the supervision of the school. Also, any adult who is chaperoning, coaching, or otherwise in charge of a group of Maclay students, at a Maclay-sponsored function, will be expected to abstain from the use of alcohol or illegal drugs during the time in which he or she has the responsibility for Maclay students.

Violation of any of these policies will result in disciplinary action of suspension or expulsion. A hearing of the Disciplinary Committee will be promptly held to consider any alleged violation of one or more of these policies.

The one exception to this regulation may be if during the school day a student needs to take prescription or non-prescription medicine, other than Acetaminophen or Ibuprofen, stocked by the Clinic as listed on the Student Health and Information Update form. The parent must deliver the medicine to the Clinic, along with a signed “Permission to Administer Medications at School” form, found on the clinic website, and the student shall only take said medicine under the supervision of the clinic staff.

SUSPENSION

A student on suspension may be excluded from classes at the discretion of the Middle School Director and/or Dean of Students. For all suspensions other than for truancy, academic work may be made up. The school will provide assignments only; teacher or tutorial assistance will not be provided during a period of suspension. A suspended student may not take part in school activities during the period of suspension.

Suspension is one possible result of an Honor Code violation which is brought before the Honor Council (*please see Honor Council section above*).

Suspension may be the penalty for the following infractions, and the Disciplinary Committee may be convened:

1. Possession of or experimentation with tobacco, alcohol, marijuana or drugs of any kind;
2. Leaving the boundaries of the campus without permission;
3. Serious or repeated violations of the dress code;
4. Chronic unexcused absences or tardies from class;
5. Failure or refusal to serve detention in a timely manner;
6. Fighting or bullying;
7. Chronic behavioral issues.

If the Disciplinary Committee meets on any charge and finds a student not guilty, the initial suspension will be expunged from his or her record.

PROBATION

Probation is a period of time designated by the Disciplinary Committee during which a student is under notice that any further infraction of Maclay School policies will result in his or her automatic expulsion with no recourse.

EXPULSION

More than one suspension during grades 6 to 8 may result in an expulsion from school and the student will not return. The Disciplinary Committee may decide to expel a student for an offense for which he or she was initially automatically suspended.

APPEAL OF DECISION

A student may appeal a decision of the Disciplinary Committee to the Head of School within seven days of the Disciplinary Committee's reaching a decision. The Head of School will entertain an appeal only where material and relevant facts have been overlooked by the Disciplinary Committee. The Head of School will not consider an appeal where the purpose of the appeal is to reargue matters already considered by the Disciplinary Committee.

NOTE WELL: The foregoing provisions are general guidelines, and notwithstanding anything to the contrary stated or implied in this handbook, Maclay School reserves the absolute and unconditional right to suspend and/or expel any student whose social or academic performance is deemed by the administration in its sole discretion to be unacceptable.

SAFETY PROCEDURES

EMERGENCY PROCEDURES

IF THERE SHOULD BE A SCHOOL CLOSING, PARENTS ARE ADVISED TO LISTEN TO LOCAL RADIO STATIONS OR TO WATCH WCTV CHANNEL 6 (Cable 9), WTXL CHANNEL 27 (Cable 7), or CHANNEL 40 (Cable 12).

Fire drills are held periodically. Each classroom has posted safety procedures to follow. Emergency procedures for severe weather or any other school-wide emergency will be explained by the classroom teacher and the administration.

IN THE EVENT OF A SCHOOL-WIDE EMERGENCY, IN THE EVENT OF A SCHOOL-WIDE EMERGENCY, The school will post updates on the website, send an email, text alert, and post to social media outlets. Parent cell numbers that are in the school database PowerSchool will receive the text alert. The FCC requires that you respond to opt in. If you have not opted in for this alerts, you can text 68453 "yes".

LOCKDOWN/DANGER CODES

The following procedures will be put in place in the event of some danger on campus, ranging from an intruder to fire or weather hazard. The following codes will be used:

Maclay School Lockdown Codes

- **Code: "Full Lockdown"** No movement by anyone except law enforcement. Teachers follow lockdown procedures.

- **Code: “Partial Lockdown”** Threat level described (Weather, intruder, stranger). This call can be issued by division. Classrooms are locked, but instruction continues.
- **Code: “Full Evacuation”** Danger on campus. Head of School will initiate evacuation procedures.
- **Code: “All Clear”** Ok to resume normal classes. Safe to return to classrooms. Danger gone.

The “All Clear” announcement can be given only by the Head of School.

HEALTH

Florida State law requires immunization against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Varicella (chickenpox), and Hepatitis B. All students are required by Florida state law to have on file in the school office a Florida Certificate of Immunization Form 680 and proof of a school physical exam dated within a year of their admission to Maclay. New students from out of state as well as international students can have their previous immunization record from their home state or country transcribed to a Florida Certificate of Immunization, Form 680, by a Florida licensed physician or by the Florida Department of Health. The Florida Religious Exemption Form 681 can be issued only by the Florida Department of Health and only due to a student’s family’s religious tenets or practices. ALL students entering 7th grade, must submit a new, updated Florida Certificate of Immunization, Form 680 on or before the first day of school, which shows proof of a Tdap, tetanus-diphtheria with pertussis booster, a second measles vaccine, the Hepatitis B series, and a second Chickenpox vaccine. Since the Hepatitis-B series consists of three shots and takes six months to complete, it is important to start the series early if your child has not yet had this vaccination

The Maclay School Clinic is staffed full-time by a RN and a part-time assistant during school hours to provide care for students who have chronic medical conditions and those who become sick or are injured during the school day.

Parents must ensure that the school has current student medical information as well as current and accurate information for emergency contact. An annual Student Health and Information Update form is available for each individual, returning or new student during the re-enrollment or admission process of each new school year. This form must be updated and returned to the school annually for each student by the start of each new school year. Please include any medicines and/or medical issues such as known allergies, asthma, diabetes, physical problems or any other health issues which might affect your child during the school day. Also, please notify the Middle School office and/or the school nurse of any changes to your child's health status during the school year which might affect him/her during the school day. A listing of all students with chronic or high-risk health problems will be compiled in order to facilitate prompt and appropriate response to any situation requiring skilled attention. The clinic must have on record current and accurate phone numbers of both parents. In addition, parents must designate two other persons, such as a relative or family friend, who are authorized to pick up and care for the student in case of emergency until the parents can be contacted. A section to list the names and phone numbers of those whom you wish to designate is provided on the Student Health and Information Update Form. Please note, students MUST have a current and signed Student Health form for the current school year completed in order to be eligible to participate in off-campus activities such as field trips. This form is available on-line on the Parent Portal page for each student.

Students who come to the clinic with complaints of minor ailments may be allowed to rest in the Clinic for approximately 20 minutes, then will be sent back to class if there is no evidence of a communicable or incapacitating illness. A parent will be contacted if the student registers a temperature over 100.0 degrees, vomits or if there is an indication that the student should be sent home or if more information is needed. In case of an emergency, the school nurse or staff member will notify #911/Emergency Personnel at once.

All medications, both prescription and non-prescription, must come to school in their originally labeled container with a Permission to Administer Medication at School form filled out and signed by the parent. No medication of any kind will be provided to students without parent’ permission, which must be recorded on The Permission to Administer Medications at School form, available from the Main Office and on both the Clinic website in PDF and on-line on each student’s Parent Portal page under ECollect forms. Medicines which must be administered during school hours **MUST** be

left in the Clinic with the school nurse. Students must not be in possession of any prescription or non-prescription medications. The exception to this rule is asthma inhalers, Epi-Pens and Diabetic medicines and supplies as required by the student's health issues. These specific medications require a Permission to Administer Medication at School form as well as student- specific Action Plan of Care. Samples of student-specific Action Plan forms for both allergy and asthma are available in the Clinic or the parent can use the form of their choice. An annual Diabetes Medical Management Plan signed each year by the student's physician must accompany all diabetic supply care kits to school and will be kept on file in the Clinic.

Please notify the school nurse immediately upon learning that your child has a communicable disease such as Measles, Diphtheria, Polio, Mumps, Varicella (chicken pox), Rubella (German Measles), Pertussis (whooping cough), Hepatitis B, Influenzae Type B or any serious, contagious illness. The school may require a doctor's signature for a student to return to school if there is any doubt by either party that the student could be in a contagious phase of illness. In the case of fever greater than 100.0 degrees, the student must be fever-free for 24 hours without the use of fever-reducing medications before returning to school. Sick Day Guidelines and school policies regarding return to school after illnesses such as fever, vomiting and pink-eye are posted on the clinic website.

Maclay School maintains a "No Nit" policy regarding head lice. Students found with either head lice or nits (their eggs) will be sent home for treatment and may ONLY return to school after being re-checked by the Maclay School nurse and found to be free of both lice and nits. The clinic nurse will make a phone call to the classroom teacher & Division Director to confirm that the student has been cleared and may be re-admitted to class.

Maclay participates in Vision and Hearing Screening as well as Scoliosis screening for 6th grade students as required by Florida Statute. Parental permission for these annual examinations are found on the Student Health and Information Update form which is made available to each returning family and provided to each new family by the Admissions Office prior to the beginning of the new school year.

CO-CURRICULAR ACTIVITIES

Middle School students have the opportunity to participate in the following activities.

CLUB	FIRST	LAST	EMAIL
3D Club	Cameron	Barton	cbarton@maclay.org
Book Club	David	Combs	dcombs@maclay.org
Art Club	Kim	Daniel	kdaniel@maclay.org
The Blue Ink	Rikki	Overstreet	roverstreet@maclay.org
Tech Club	Dean	Garguilo	dgarguilo@maclay.org
Brain Bowl	Marie	DeMersseman	mdemersseman@maclay.org
Science Fair	Rachel	Paul	rhayes@maclay.org

Model U.N.	Martha	Kutter	mkutter@maclay.org
National Junior Beta	Maggie	Masferrer	mmasferrer@maclay.org
Math Club (Math counts & Mini Mu)	Kolleen	Metarko	kmetarko@maclay.org
Math Club (Math counts & Mini Mu)	Katie	Walker	kwalker@maclay.org
Pep Band	Emma	Perry	eperry@maclay.org
Strategy Gaming (Cards, Chess, RPG's, etc.)	Emma	Perry	eperry@maclay.org
Latin	Emma	Perry	eperry@maclay.org
Knitting/Crochet/Fiber Arts	Emma	Perry	eperry@maclay.org
Creative Play Club (Frisbee Golf, Corn hole, etc.)	Paul	Dickson	pdickson@maclay.org
Movie Club	Benjamin	Tuffigo	btuffigo@maclay.org
French Club	Benjamin	Tuffigo	btuffigo@maclay.org
Homework Club	Heather	Duncan	hduncan@maclay.org

SPORT	FIRST	LAST	EMAIL
Cheer - Faculty Advisor	Audrey	Anderson-Jackson	aandersonjackson@maclay.org
Volleyball - Head Coach	Erica	Bunch	ebunch@maclay.org
Softball - MS Coach	Sara	Van Tassel	svantassel@maclay.org
Girls Soccer - Head Coach	Paul	Dickson	pdickson@maclay.org
Swimming - Head Boys/Girls Coach	Pavel	Sankovich	psankovich@maclay.org
XC, Track, Girls Weightlifting	Angie	Milford	amilford@maclay.org
Softball - Assistant Coach	Sara	Van Tassel	svantassel@maclay.org
Boys Basketball - Head Coach	Eugene	Granger	egranger@maclay.org
MS Tennis - Head Coach	Susan	Gray	sgray30@hotmail.com
Girls Basketball - Head Coach	Rapheal	Harris	rharris@maclay.org
Girls Soccer - Head MS Coach	Joe	Kupiszewski	jkupiszewski@maclay.org

Cheerleading - Head Coach			
MS Boys Basketball Coach	Ryland	Moore	rylandmoore21@gmail.com
Boys Weightlifting - Head Coach	Al	Perruzzi	aperruzz@maclay.org
Varsity Football - Head Coach	Lance	Ramer	lramer@maclay.org
Varsity Baseball - Head Coach	Drew	Sherrod	dsherrod@maclay.org
MS FB, MS Girls B-ball, JV Baseball			
Girls Golf - Head Coach	Cindy	Stockstill	cstockst@maclay.org
MS Boys Soccer, Dir. Of Lacrosse	Justin	Van Tassel	jvantassel@maclay.org
Boys Golf - Head Coach	Joe	Kupiszewski	jkupiszewski@gmail.com
Tennis - Varsity B/G Head Coach	John	Vinson	johnvinsontennis@gmail.com
Head Boys Soccer	Andy	Warner	apwarner@gmail.com

ATHLETICS

In addition to a well-rounded Physical Education program, Maclay School offers all students the opportunity for team participation and interscholastic sports competition.

ELIGIBILITY FOR ATHLETICS

Each Student / Athlete must have the following information on file through the www.athleticclearance.com web platform before he/she may participate in any intramural, club or interscholastic athletic activity:

1. Student and Parent contact information including date of birth for student.
2. A filled out EL-2 / Physical Evaluation form signed and dated by a doctor certifying the student's clearance for participation in athletics.
3. All EL-3 documents signed ELECTRONICALLY by the parent and student including forms for Parent Consent, Concussion Awareness, Heat Awareness, and Sudden Cardiac Awareness, plus attesting that both student and parent have viewed the required video presentations for all areas.

While the athletic director is responsible for making sure each student/athlete has all appropriate forms on file, it is the parent's responsibility to check with the athletic director before their child begins to participate in Maclay Athletics.

Student athletes must maintain a minimum grade point average established by the Florida High School Activities Association. The FHSAA requires a cumulative, unweighted average of 2.0 based on a 4-point scale for athletic eligibility. This academic average is also required of all auxiliary athletic participants, such as managers, statisticians, and batgirls. In addition, students whose grade falls below a C in any class may be held out of practice and/or games to allow the student to bring their grade up. The Athletic Director and Middle School Dean will work with the student on a case-by-case basis. See the Director of Athletics for specific details.

Student athletes are eligible for Middle School Athletics for a total of 3 years (plus an additional 4 consecutive years for Upper School beginning the first time they enter ninth grade.)

Students must attend school for at least four periods to be able to participate in sports (practice or game) on that day.

POLICIES ON LEAVING A TEAM / QUITTING A TEAM / REMOVAL FROM A TEAM

We believe that honoring a commitment is a vital part of the athletic experience, and, for that reason, any athlete who quits a team or is removed from a team for any reason during the season will not be permitted to go out for any other team of that current sport season. This includes practicing, conditioning, or weight room activity of any team preparing for any upcoming season.

A student athlete is considered a member of a Maclay team following his or her participation in the first 2 weeks of practice or dressing/participating in the first regular season game.

The end of the sport season is defined as the day following the last scheduled contest for all teams - for all FHSAA tournament roster teams. The date that a team is eliminated from the state tourney is the considered the conclusion of a sport season.

CONCUSSION POLICY

Students participating in any athletic program and their parents should be familiar with Maclay School's Concussion Policy. It can be found on our Maclay website. If you have questions or need to make academic accommodations please contact the Director of Guidance at mbakas@maclay.org.

NON-SCHOOL-SPONSORED TRIPS

From time to time, Maclay teachers and students may organize an off-campus trip together, such as a Spring Break trip to Europe. Parents and students should be aware that such trips are not sponsored by Maclay School. Maclay School has no liability or responsibility for the content, cost, or quality of a non-school-sponsored trip, or for the conduct, safety, or welfare of any person participating in such a trip. Maclay School will not provide any supervision, direction, approvals, or controls of any type with respect to any aspect of a non-school-sponsored trip. Any Maclay teacher involved in organizing and/or chaperoning a non-school-sponsored trip is not acting on behalf of or as an agent or employee of Maclay School. If parents or students have any questions regarding whether a particular trip is sponsored by Maclay School, they should contact the Head of School's office.

2019-2020

MIDDLE SCHOOL COURSES

Core Courses:

Language Arts
Math, Introduction to Pre-Algebra, Pre-Algebra, Algebra I, Geometry
Earth/Space Science, Life Science, Introductory Physical Science
World Geography, Civics, American History
Introductory Spanish, Spanish I A & B
Introductory French, French I A & B
Introductory Latin, Latin I A & B
Foundations and Connections
Physical Education

Foundations Courses:

Expressions Writing
Reading Workshop
Math Connections
Computer Science
Robotics

B.L.U.E. Classes/Enrichment Courses:

Launching Into Visual Arts
Exploring through Studio Arts
Urban, Contemporary, Outsider and Found Object Art
Studio Art Immersion Into 3D Art & Ceramics
Exploratory Band
Sixth Grade and
Middle School Band
Middle School Chorus
Orchestra
Theatre Arts Act I
Theatre Arts Act II and Act III
Life Skills
Forensics 101
iINNOVATE
Community Outreach through the Arts
Study Hall-as needed

MACLAY MIDDLE SCHOOL CURRICULUM COMPONENTS **2019-2020**

SIXTH GRADE

1. Language Arts
2. Mathematics (6th Grade Math, Introduction to Pre-Algebra)
3. Earth/Space Science
4. Social Studies (World Geography)
5. Foreign Language Wheel: French, Latin, Spanish, Life Skills – one academic quarter each/*MAP offered as needed
6. Physical Education
7. Foundations (Expressions, Reading, Connections, Study Skills, and 6th grade Computer Science)
8. Study Hall as needed
9. B.L.U.E. Classes: Launching Into Visual Arts, Theatre Arts- Act I, Exploratory Band, 6th Grade Band, Chorus, Orchestra
10. Advisory/Community

SEVENTH GRADE

1. Language Arts
2. Mathematics (Introduction to Pre-Algebra, Pre-Algebra, Algebra 1)
3. Life Science
4. Social Studies (Civics)
5. Choice of French IA, Latin IA, or Spanish IA/*MAP offered as needed
6. Physical Education
7. Foundations (Expressions, Connections, and Robotics)
8. Study Hall as needed
9. B.L.U.E. Classes: Exploring through Studio Arts, Urban & Found Object Art, 3D Art & Ceramics, Theatre Arts- Act II and III, Exploratory Band, Middle School Band, Chorus, Orchestra, Forensics 101, iINNOVATE, Community Outreach through the Arts
8. Advisory/Community

EIGHTH GRADE

1. Language Arts
2. Mathematics (Pre-Algebra, Algebra I, Geometry)
3. Physical Science
4. Social Studies (American History)
5. Continuation of World Language - French IB, Latin IB, or Spanish IB/*Academic Counseling offered as needed
6. Physical Education
7. Foundations (Expressions, Connections, and 8th grade Computer Science)
8. Study Hall as needed
9. B.L.U.E. Classes: Exploring through Studio Arts, Urban & Found Object Art, 3D Art & Ceramics, Theatre Arts- Act II and III, Exploratory Band, Middle School Band, Chorus, Orchestra, Forensics 101, iINNOVATE, Community Outreach through the Arts
8. Advisory/Community

MACLAY MIDDLE SCHOOL COURSE DESCRIPTIONS

2019-2020

LANGUAGE ARTS

SIXTH GRADE LANGUAGE ARTS

Sixth Grade Language Arts combines the study of vocabulary, grammar, composition, and literature. Parts of speech, correct sentence structure (avoiding fragments and run-ons), and effective essay writing (focusing on such elements as thesis statements and transitions) are three major points of emphasis. We will study short stories and novels together in class; recent novel selections have included *Where the Red Fern Grows* and *Freak the Mighty*. Students will also read novels of their own choosing. A substantial poetry unit will expose students to important terminology (such as meter, rhyme scheme, alliteration, personification) and to works ranging from traditional/classical to contemporary free verse. We will also do some fun creative projects along the way!

SEVENTH GRADE LANGUAGE ARTS

Seventh Grade Language Arts combines the study of vocabulary, literature, grammar, usage, mechanical skills, and composition. Over the course of the year, students will read and discuss the novels *The Giver* and *Chains* as well as a variety of short stories and poetry of both the contemporary and classic variety. These classes will focus on the development of critical thinking through literature discussions, reading responses and analysis, creative expression, and oral presentations, as well as a research project. The use of 21st century technology skills and reading and writing for authentic audiences and purposes will also be emphasized.

EIGHTH GRADE LANGUAGE ARTS

The Eighth Grade Language Arts course balances creative work with rigorous writing practice and literary analysis that not only prepares students for Upper School English, but allows for the engaging exploration of literature and self. Students will express themselves critically, creatively, and collaboratively, as we interact daily with complex texts. In addition to a variety of short stories and poems, students will read and discuss *Romeo and Juliet*, *To Kill a Mockingbird*, and a piece of personally selected Young Adult literature.

MATHEMATICS

SIXTH GRADE MATH

This course is designed to help students become better problem solvers, think mathematically, and see the relevance of mathematics in their daily lives, in their educational futures, and in their possible careers. It is an integrated, hands-on course that includes algebra, geometry, statistics, rational numbers, ratio/proportion, graphing, measurement, and technology. Computational skills are taught, reviewed, and re-enforced without the use of calculators. Students will have the opportunity to solve problems in small groups and sometimes at home with family members. Estimation skills are taught and encouraged. Mathematical concepts and skills are connected to their uses in science, business, and everyday life.

INTRODUCTION TO PRE-ALGEBRA

Introduction to Pre-Algebra is a mathematics course designed to introduce algebraic concepts. This course reviews the addition, subtraction, multiplication, and division of whole numbers, fractions and decimals, ratios and proportions, percent, measurement (both customary and metric,) basic geometry concepts, the coordinate plane, graphing two-variable relations, and operating with integers. Also, simplifying algebraic expressions and solving simple one and two step algebraic equations will be introduced. An emphasis is placed on problem solving and on deepening the level of understanding of math concepts.

PRE-ALGEBRA

Pre-Algebra is designed to give the student a strong background and foundation for the study of Algebra. Emphasis is placed on improving skills by performing the basic operations of all real numbers. Students solve equations and inequalities, graph points and lines on the coordinate axis, solve word problems, and use area, volume, and perimeter formulas, rations, proportions, percentages, and statistics. Students also learn to simplify algebraic expressions and numerical expressions.

ALGEBRA I

This course is a first-year algebra course with emphasis on variables, functions, rational numbers, equation solving, inequalities, linear equation and their graphs, systems of equations, exponents, polynomials and factoring, quadratic equations and functions, and an introduction to rational expressions and simplifying radicals.

GEOMETRY

This course is designed to develop the students' powers of deductive reasoning. Subject matter will include the study of parallelism and perpendicularity in two and three dimensions; angle measurements; congruencies and similarities of plane and solid figures; algebraic and geometric proof; logic; right triangle trigonometry and area; surface area and

volume of solid figures. Strong Algebra I skills are necessary for success in this course. A scientific calculator with trigonometric functions (sin, cos, tan) is required. (This is an Upper School course. Students who complete this course in 8th grade receive an Upper School credit which will be average into their Upper School GPA.)

SCIENCE

SIXTH GRADE EARTH/SPACE SCIENCE

Sixth grade Earth/Space Science explores the earth in the universe, as a dynamic planet in the solar system, and as a habitat for life.

Content areas include space exploration, technology, engineering, Physics and earth/space monitoring. We will also study astronomy, air and water, land composition and use, constructive/ destructive surface-shaping forces, geology, and ecology. Stewardship as well as a knowledge of the earth and its resources are stressed. This is a hands-on, inquiry-based course where collaboration and engineering skills are sharpened.

SEVENTH GRADE LIFE SCIENCE

Science in seventh grade will focus on all aspects of life science. It is a rigorous, lab focused class that will explore cells, body systems, plant systems, relationships between organisms, and the environment. Students will learn how to collect and analyze data, collaborate with classmates, and research current questions/problems surrounding these topics.

EIGHTH GRADE INTRODUCTORY PHYSICAL SCIENCE

Eighth grade physical science provides students with the opportunity to construct scientific knowledge through the use of hands-on, minds-on activities. The topics covered during this year-long course provide students with a firm basis for further scientific inquiry in all areas of science. Laboratory and problem-solving activities as well as critical thinking tasks are presented at an attempt to prepare students for the Upper School experience. Students are encouraged to learn laboratory safety skills, use calculators, keep organized lab notebooks, and complete experiments.

SOCIAL STUDIES

SIXTH GRADE SOCIAL STUDIES –WORLD GEOGRAPHY

In Sixth Grade World Geography, students explore the concept of globalization and will examine the increasingly interdependent world we live in and share. They will be taught how physical geography, history and culture, as well as different forms of governments and economies affect global relationships among all countries. Through our various reading and projects, our aim is to teach students to focus on becoming critical readers, thinkers, and effective writers. Students will come to understand the land and heritage of people living in different societies that will facilitate their appreciation of the diverse cultures that exist in our world. Our unit projects will focus on the importance of the relationships between the United States and other countries. Reading current events and engaging in discussions will enable the students to be aware of our ever-changing world. In preparation for the seventh grade, a Civics unit examining differences in government will be emphasized in correlation with the U. S. Constitution.

SEVENTH GRADE SOCIAL STUDIES – CIVICS

The seventh grade social studies curriculum involves a study of American government—its history, structure, evolution, and role in our daily lives. The duties, rights, and responsibilities of all citizens in the United States are examined through the use of the class text and other activities. The fourth academic quarter focuses on Florida History.

EIGHTH GRADE SOCIAL STUDIES – AMERICAN HISTORY

This course offers a straightforward chronological history of North America. It will cover the colonization of America, the American Revolution, the beginning of a new Republic and the growth and changes that occurred. The course will also include a survey of current affairs and primary sources as they relate to historical events and other major events in U.S. History.

WORLD LANGUAGES

SIXTH GRADE SPANISH (INTRODUCTION)

Sixth Grade Spanish is a nine-week course designed to introduce the students to Hispanic culture and language. This course focuses on daily life situations and cultural activities. Students will spend class time conversing and participating in role play and other hands on activities which are designed to stimulate cultural understanding and enjoyment for learning Spanish. At the conclusion of this class, students will have a basic appreciation for the Spanish language, its basic structures and vocabulary, and culture. Students may also be required to do a project on a Spanish-speaking country.

SEVENTH GRADE SPANISH (LEVEL 1A)

The seventh grade course is designed to be the equivalent to the first half of the high school Spanish I course. The goal of the course is to help each student attain an acceptable degree of proficiency in listening, speaking, reading, and writing, and to help him/her learn about other cultures of the world. Various approaches are taken in order to meet these goals. There are listening, written, and speaking exercises. Students are encouraged to speak frequently using open-ended activities that allow students to apply the key vocabulary and grammar in role-playing.

EIGHTH GRADE SPANISH (LEVEL 1B)

Eighth Grade Spanish is sequential to the seventh grade Spanish course and covers the same material that is taught in the second semester of Spanish I in the high school. Students who successfully complete 8th grade Spanish will be placed into Spanish II as high school freshmen. While oral communication in the language is a priority, appropriate development of the four critical areas--reading, writing, speaking, and listening--is stressed. In particular, composition is emphasized much more at the eighth grade level than previously. At this level, culture is approached in a manner that capitalizes upon the students' maturing ability to perceive the world in a social and economic context.

SIXTH GRADE FRENCH (INTRODUCTION)

6th grade French is a nine week introduction to the language. Students will learn basic vocabulary with an emphasis on pronunciation. They will also learn about the culture, the music, discover historical aspects of France, and do a virtual guided visit of Paris.

SEVENTH GRADE FRENCH (LEVEL 1A)

Seventh grade French builds on what students have learned in 6th grade. They will learn how to conjugate basic verbs at the present tense and continue working on their pronunciation, while still expanding their vocabulary on a variety of different topics. Through projects and activities, seventh graders will start to learn how to communicate in different situations and contexts (at a restaurant, paying for something, etc..) while still discovering more of France's pop culture, music, and history.

EIGHTH GRADE FRENCH (LEVEL 1B)

This course is a continuation of the material that was seen during seventh grade. Eighth graders will learn more advanced grammar and conjugation. Students will learn their first past and future tenses, all while expanding their vocabulary bank on a variety of different topics. A focus on conversational French is also introduced this quarter through more speaking and role play activities, combining all they've learned in 7th grade. We will, of course, still learn and see various French cultural things as well as, at the end of the year, a very useful lesson on French slang.

SIXTH GRADE LATIN (INTRODUCTION)

This nine-week course is designed to introduce students to the basics of Latin vocabulary and grammar, and ancient Roman culture (including mythology) through lessons, games, and interactive activities. Studying Latin gives students a better understanding of how languages develop and has been shown to improve English vocabulary and grammar skills. Western culture as a whole is heavily influenced by ancient Rome, and studying this past culture can give students a better appreciation of their own.

SEVENTH GRADE LATIN (LATIN IA)

This Latin course is the equivalent to the first semester of a high school Latin 1 course. The goal of this course is to help students develop a proficiency in reading and translating Latin. To this end, the course focuses on learning Latin vocabulary and mastering the basics of Latin grammar. Students will also learn about Roman culture, mythology, and English word derivations. All Latin students will compete in the Latin Regional Forum, and some will go on to compete at the state level. Maclay's Latin team has a record of consistently scoring in either first or second place at Regionals and in the top 10 at State. Latin, like all the languages at Maclay, is offered through high school, up to the AP level.

EIGHTH GRADE LATIN (LATIN IB)

This course is a continuation of the material begun in Latin IA (Seventh Grade Latin) and covers the material taught in the second semester of Latin I in high school. Students who successfully complete Latin IB will be placed in Latin II in 9th grade. Latin, with its unique patterns of inflection and syntax and the acquisition of an extensive vocabulary, is the major focus of the course whose goal is the ability to read and translate. The extended nature of a two-year Latin I course such as this will allow us to explore Roman customs and culture, mythology, and English word derivations at a greater depth than in a standard Latin I course.

PHYSICAL EDUCATION

The Middle School Physical Education program is designed to encourage movement, physical fitness, and an appreciation of a variety of lifetime sports. Individual and team activities are used to help teach teamwork, sport specific skills and social skills used in all aspects of daily life. Grading is based upon dressing out each day, the student's effort, participation, and sportsmanship. Each student must wear the Physical Education uniform and wear it properly. Students must wear sneakers that have either laces or Velcro. Footwear must have good support and non-marking soles. Footwear such as hiking boots, wrestling shoes, heeled boots, flip flops, or sandals of any type are unacceptable. Safety and dress code are our primary concerns.

FOUNDATIONS WHEEL

SIXTH GRADE EXPRESSIONS

Sixth Grade Expressions is a writing enrichment course. Students will tackle a variety of different forms of writing, ultimately creating a writing portfolio. For example, students will write a narrative that will have them composing a brand new version of a classic fairy tale, making sure to provide a major twist. As the course name indicates, artistic expression is at the heart of the matter, but we will also be reinforcing important grammar and writing concepts from language arts class. We will emphasize proofreading and editing, and students will often engage with peer groups for feedback.

SEVENTH GRADE EXPRESSIONS

Seventh Grade Expressions is an extension of the writing portion of seventh grade language art classes. Specific forms of writing are explored and the focus turns to more research. This writing enrichment course will provide individualized instruction and more in-depth writing experience. Each student is encouraged to try new techniques and experiment with developing a personal voice in writing.

EIGHTH GRADE EXPRESSIONS

This course is designed to give students lots of practice in writing: using different formats and styles, revising for content and organization, proof-reading for correct usage. The writing assignments will include both fictional and non-fictional components. Students will have practice with various forms of writing. By the end of the course, each student should have produced a research paper.

MIDDLE SCHOOL CONNECTIONS

Math Connections is an enrichment math course designed to supplement the instruction of our math curriculum. The course will be taught by teachers in the math department in a differentiated workshop format. This course will provide our students and teachers with the opportunity to work in small groups and one-on-one hands-on enrichment to increase math number sense and assist with building math confidence.

READING WORKSHOP

Reading Workshop is a sixth-grade course that focuses on building reading comprehension and fluency skills. Over the course of the year, students will read from a variety of texts and genres to expand and deepen their abilities to process texts effectively. This course is designed to prepare students for increasing reading tasks and build comprehension strategies in the hopes of developing life-long readers

SIXTH GRADE STUDY SKILLS

Study Skills is designed to help our sixth-grade students with further developing their toolbox of executive functioning strategies. This course will focus on reinforcing organization and time management skills and teaching students new approaches to note-taking skills.

SIXTH GRADE COMPUTER SCIENCE

The emphasis in sixth grade Computer Science is placed on essential user proficiencies, including file management, Microsoft Office & keyboarding, as well as an introduction/continuation of Coding and Computational Thinking through Code.org and Scratch. Digital Citizenship, Online Safety and Cyberbullying are key topics, as well as an open discussion 'Tech Talk' where students share their experiences and opinions/advice about various technologies.

SEVENTH GRADE ROBOTICS

The course will cover principles of robot design, engineering, troubleshooting, robotic sensors and computer programming using the Lego Mindstorms Education software. We will use both a mathematical and an experimental approach to solving designed (and sometimes unexpected) problems and challenges. This class will be an open lab environment with total hands-on learning, experimentation and collaboration of ideas. Students will design, build, program and troubleshoot their robots, culminating in a project based competition utilizing the FIRST LEGO LEAGUE Challenges, complete with Tournament Mission Board and Modules.

EIGHTH GRADE COMPUTER SCIENCE

The course will cover principles of Computer Science including skills to prepare for what will be expected at the next level such as file management, office proficiency, e-mail and Internet safety, plus, the concepts of Computer Science and Coding through both unplugged and on-line activities. Development of critical/creative thinking skills and troubleshooting will also be heavily reinforced.

B.L.U.E. (BALANCE OF LEARNING, UNDERSTANDING, AND EXPLORING) CLASSES/ ENRICHMENT COURSES

SIXTH GRADE LIFE SKILLS

This course is designed to introduce and improve study skills and character qualities. Character development topics include cyber safety, honesty, integrity, courtesy, cooperation, compassion, and trustworthiness. Study skill topics include organization, note taking, prioritizing, how to study, time management, and test taking skills. Students will be graded on classroom assignments, class participation, open note quizzes and their organizational skills.

LAUNCHING INTO VISUAL ARTS (6TH GRADE)

This class is a foundations of art class. The visual arts curriculum at the Middle School is designed to bring each student the confidence and desire to create. The art curriculum offers activities in the areas of art production, art criticism, art history and aesthetics. Building on the K to 5 scope and sequence for art, students study the units of drawing, painting, sculpture, printmaking, clay, paper-mache and glass fusing. This class encourages independent personal artistic exploration and exposes students to significant artistic works from a wide variety of global cultures.

EXPLORING THROUGH STUDIO ARTS (7TH & 8TH GRADE)

This class is an intermediate foundations of art class. Students participate in art-making experiences that emphasize careful observation, critical thinking, and creative exploration. They are introduced to a variety of media and approaches to making art. Units covered include drawing, two- and three-dimensional design, color relationships, and printmaking. Students also look at historical and contemporary artists to broaden their appreciation and understanding of the visual arts. This art class will provide opportunities for the encouragement of creative thinking, initiative, imagination, and personal resourcefulness. Students develop their ability to make choices and express opinions through the selection and use of media, techniques, processes, and tools in individual problem-solving situations.

COMMUNITY OUTREACH THROUGH ARTS (COTA)—7TH AND 8TH GRADES

COTA challenges students to examine their community and its needs, then address those needs through arts initiatives. Students will collaborate to create art projects that directly and positively impact both the Maclay and Tallahassee communities. Visual Arts strategies will be used in a service learning model. This class seeks to ingrain a spirit of service and empathy fitting of a Maclay Marauder. It will be a chance to make a creative and artist impact on the community and have fun while doing it.

URBAN, CONTEMPORARY, OUTSIDER AND FOUND OBJECT ART (7TH AND 8TH GRADES)

The course examines the perspective and work of the following outsider artists or non-mainstream artists who are self-taught and therefore not formally trained. For example: Thornton Dial, Sam McMillan, Street Artists, Thornton Dial and many more as time permits in the semester. Creating work with non-traditional materials, paint and objects found in the environment are assembled in this type of art to express the artist's message. This class will broaden their appreciation and understanding of the visual arts.

STUDIO ART IMMERSION INTO 3D ART AND CERAMICS (7TH AND 8TH GRADES)

Students participate in 3D art-making experiences that emphasize careful observation, critical thinking, and creative exploration. They are introduced to a variety of media and approaches to making art. Students will learn about the Science of clay and solve technical and creative issues using clay. Students will learn about the History of sculpture as well as basic hand building, glazing techniques and art criticism. Students will gain an understanding of the tools they are using as well as an introduction to multiple mediums and how they can work in tandem with one another. We will be working on establishing their individual creative confidence through multiple projects.

THEATRE ARTS - ACT I (6TH GRADE)

This course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Students will learn the introductory elements of drama including working effectively in a group, improving their self-esteem and enhancing communication skills. This course will also provide a learning experience for which student actors will explore imagination through pantomime, movement, improvisation, storytelling, and scene performances. In addition to theater-specific skills and knowledge, students will explore and enforce public speaking, interpersonal communication, creative problem-solving, and collaboration skills, as well as social-emotional skills such as empathy, focus, and resilience.

THEATRE ARTS - ACT II (7TH GRADE) ACT III (8TH GRADE)

This course is a continuation and progression of the 6th grade Theatre Arts course. Students will be given more challenging, higher-level activities involving acting, oral interpretation, technical aspects of staging performances, and audience etiquette. We will cover the core components of the theatre machine: acting, directing, playwriting, and

technical theatre. By understanding the inner workings of these concepts and practices, we will also expand our knowledge of theatre history. Through performance opportunities and artistic practices, students learn to accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate, construct and evaluate live theatre.

EXPLORATORY BAND

Exploratory Band is open to middle school students who have limited or no experience playing a band instrument. Students will be given the opportunity to learn how to play one of the following band instruments: flute, clarinet, trumpet, trombone, baritone, or percussion. There will be a \$75.00 fee to cover the cost of instrument rental. Beginners and students who previously participated in fifth grade band are welcome. Exploratory band is a one semester course. It may be repeated.

SIXTH GRADE BAND

Sixth Grade Band is a full year course for students who play a band instrument and who wish to be full-time members of the Maclay Middle School Band. Students will participate in all band performances, including concerts at school, and district festivals. This course is highly recommended for students who wish to make rapid progress on their instruments. Motivated beginners are also welcome.

MIDDLE SCHOOL BAND (SEVENTH AND EIGHTH GRADE BAND)

The Middle School Band is a full year course for seventh and eighth grade students who play a band instrument. Students will participate in all band performances, including concerts at school, and district festivals. Students may also audition for All-District and All-State Bands. A variety of music will be performed.

MIDDLE SCHOOL CHORUS

Chorus is open to any middle school student who likes to sing and would enjoy singing in a group. Students will learn a variety of music, including popular songs, show tunes, and music from recent movies. Chorus is a one semester course. It may be repeated.

ORCHESTRA

The orchestra program is designed to have a place for students at any stage in their musical education to play. In the Middle School, students who have played a string instrument before or who have never tried a string instrument will have the opportunity to join.

IINNOVATE—7TH AND 8TH GRADES

IINNOVATE is a new course where students will be given the opportunity to look for ways in which learners can explore science, engineering, art, and technology by designing and building projects, solving problems, and creating personally meaningful solutions to their own goals.

FORENSICS 101—7TH AND 8TH GRADES

This class is a lab-driven introductory course about several main areas of Forensic Science. Students will explore the science and application of fingerprinting, chromatography, tire tracks, shoe impressions, hair analysis, simulated blood typing, and DNA analysis. While exploring these areas, students will also build on common science skills such as observing, analyzing, investigating, and public speaking.

OTHER COURSES

STUDY HALL

Designed to give students a structured supervised environment in which to work and study on class assignments.

MARAUDER ACHIEVEMENT PROGRAM (as needed only)

FACULTY /STAFF/ADMINISTRATION

- ❖ AUDREY ANDERSON-JACKSON, B.S., Florida State University. Administrative Assistant.
- ❖ CAMERON BARTON, B.A., University of the South. 6th Earth/Space Science; iINNOVATE.

- ❖ MATTHEW CALLAHAN, B.A., M.A., UCLA; M.A., University of the Pacific. 7TH Social Studies; Expressions
- ❖ CHRYSAL CHARLES, B.S., M.S., Nova Southeastern University. Certified Athletic Trainer
- ❖ DAVID COMBS, B.A., M.Ed., University of Florida. 8th Social Studies; MAP.
- ❖ JENNIFER CORZINE, B.M., Wisconsin State University; M.A., University of Hawaii; M.S., M.S.W., Florida State University. Instrumental Music; Middle School Band Sponsor.
- ❖ JANINE COUCH, B.A., M.S., Florida State University; Middle School Dean of Academics; Reading Workshop
- ❖ KIM DANIEL, B.S., University of Georgia; M.A. University of West Georgia. Art; Middle School Art Club Sponsor; Fine Arts Department Co-Chairperson; Middle School Academic Counseling.
- ❖ MARIE DEMERSEMAN, B.A., Florida State University; M.A.T. University of Georgia. 8th Grade Language Arts; The Blue Ink Sponsor
- ❖ PAUL DICKSON, B.A., Florida State University; M.A., University of Texas. 6th Language Arts; Expressions.
- ❖ HEATHER DUNCAN, B.S., Berry College; M.S., Auburn University. Physical Science.
- ❖ TODD FORD – B.S., State University of New York, Empire State College. School Resource Officer.
- ❖ DEAN GARGIULO, B.A, Florida State University. Robotics; Computer Science.
- ❖ EUGENE GRANGER, B.S., Charleston Southern University. Physical Education.
- ❖ RAPHEAL HARRIS, B.S., M.S., Florida State University. Physical Education. Physical Education Department Chairperson.
- ❖ Kristy Herzog, B.A., Florida State University. Elementary Education, Minor in Mathematics.
- ❖ JOHN HINSON, B.A., Emory University; M.S., Florida State University. Assistant Network Administrator.
- ❖ MARTHA KUTTER, B.S., University of Wisconsin-Madison; M.S., University of the Pacific. World Geography; Expressions.
- ❖ DAVID LOW – B.S., M. Ed., University of Florida; MLIS, Florida State University. Senior Librarian.
- ❖ LESLIE LUNDBERG, B.A., Wayne State University; B.A., Florida State University; M.P.A., Troy University. MIP/Certification Specialist; PowerSchool Scheduler; AP Coordinator.
- ❖ MAGGIE MASFERRER, B.A., Florida State University; ESOL Endorsement, FIU. Spanish; Jr. Beta Club Co-Sponsor.
- ❖ FRANK MCKEOWN, B.A. Florida State University; M.A. Carnegie Mellon University; M.A. American University; Certified Dyslexia Practitioner, International Dyslexia Association. Director of the Center for Learning.
- ❖ KOLLEEN METARKO, B.S., Florida State University; M.S., Mercer University. Geometry; 6th Math
- ❖ WILLIE MITCHELL - School Security Officer.
- ❖ RIKKI OVERSTREET, B.A., Montreat College; M.A., Florida State University; Ph.D., Florida State University. 7th Grade Language Arts; MAP, The Blue Ink Sponsor.
- ❖ RACHEL PAUL, B.S., Florida State University; M.S. University of Florida. 7th Life Science; Forensics 101.
- ❖ AL PERUZZI, B.A., Florida State University. Strength Coach; Weight Room Supervisor.
- ❖ EMMA PERRY, B.A., Mercer University; M.A., Florida State University. Latin; MAP, Pep Band Director.
- ❖ LANCE RAMER, B.A. University of Rochester; M.Ed. New England College; M.A., Concordia University. Math; Dean of Students.
- ❖ DWAN RIGGINS, B.S., University of Florida, M.S., Florida State University. Physical Education; Assistant Athletic Director.
- ❖ JEAN RILLSTONE, B.S., St. Mary's College. School Nurse.
- ❖ BARBARA RUBIO-GOMEZ, B.S., M.S. Ed. Specialist, Florida International University. Middle School Director.
- ❖ TIA SMITH, B.S., Florida A&M University; M.S.W., Florida State University. Guidance Counselor.
- ❖ PETER STEJSKAL, B.S., Florida State University. Director of Technology.
- ❖ ANDY SURRETT, B.S., Florida State University. Physical Education.
- ❖ BENJAMIN TUFFIGO, B.A., University of Versailles St. Quentin; M.S., University of Paris; TESOL Certification V. French.
- ❖ SARA VANTASSEL, B.S., Defiance College. K-12 Physical Educa
- ❖ KATIE WALKER, B.S., George Mason University; M. Ed., University of Virginia. Algebra 1; Intro. to Pre-Algebra

HEAD COACHES

- ❖ ERICA BUNCH, Varsity Volleyball
- ❖ PAUL DICKSON, Girls Varsity Soccer
- ❖ PAVEL SANKOVICH, Swimming
- ❖ ANGIE MILFORD, Track and Cross Country; Girls Weightlifting
- ❖ SARA VANTASSEL, Softball
- ❖ GENE GRANGER, Boys Basketball
- ❖ RAPHEAL HARRIS, Girls Varsity Basketball; P.E. Department Chairperson
- ❖ ADRIANNA LAVINE, Varsity Cheerleading
- ❖ AL PERUZZI, Boys Weightlifting
- ❖ LANCE RAMER, Varsity Football; Assistant Athletic Director.
- ❖ DWAN RIGGINS, Assistant Athletic Director
- ❖ DREW SHERROD, Varsity Baseball
- ❖ JAKE von SCHERRER, Director of Athletics
- ❖ CINDY STOCKSTILL, Girls Golf
- ❖ JOE KUPISZEWSKI, Boys Golf
- ❖ JUSTIN VANTASSEL, Lacrosse, MS Football
- ❖ SUSAN GRAY, Tennis
- ❖ JUSTIN VAN TASSEL, Director of Soccer; Boys Varsity Soccer

APPENDIX I: BIBLIOGRAPHIC WORK

A. WORKS CITED AND WORKS CONSULTED

All of the following information has been updated to reflect the most current (eighth) edition of the *MLA Handbook*. Please see the website for the handbook for more information, samples, and guidance: style.mla.org.

According to the *MLA Handbook*, “The list titled ‘Works Cited’ identifies the sources you borrow from – and therefore cite – in the body of your research project.”

These items of information are acknowledged in the body of the paper with **in-text citations**, i.e., following the sentence with parentheses including author’s name and page number. Example:

71% of the voters disagreed with this policy (Butler 22).

A “Works Cited” list will most likely be used for essays that analyze a particular text or document.

For broader research projects, where a student consults information from many sources (a research essay, a PowerPoint on a contemporary issue, etc.) but does not cite (quote) from all of the sources, title this list “Works Consulted.” This list contains both sources from which the essay quotes and sources that were merely read. The “Works Consulted” list can be viewed as a hybrid of “Works Cited” and “Bibliography” lists.

Most importantly, though, remember that **every source** consulted during the research process must be listed in this section at the end of **every** essay or project.

For in-text citations, at the end of the quoted or paraphrased passage, use parentheses (footnote numbers are no longer used.). In the parentheses put the author’s name (or whatever is listed first in the entry on your Works Cited or Works Consulted page); last name will suffice unless your Works Cited list includes two authors by the same name. Also include the specific page number where the information was found (if available). If no author’s name is available, use a shortened form of the title. For example:

Sir Philip Sidney was a Renaissance courtier and soldier who died in the Netherlands of wounds received fighting in a war against Spain (*no citation—common knowledge in all sources about Sidney*). One critic claims that his best known work is the sonnet sequence *Astrophil and Stella*, dedicated to his love Penelope Rich (Myrick 52). Many people consider his pastoral romance *The Arcadia* to be a failure; others disagree (“Sidney’s *Arcadia*” 42).

B. RULES AND FORMAT FOR CITATION OF SOURCES

1. Items should be arranged in alphabetical order by author’s last name. If no author is listed, alphabetize by the first important word in the title (e.g., exclude *the, a*).
2. Place the first line of each entry flush with the left margin. If the item extends to a second line, that line and subsequent ones should be indented five spaces or one tab.
3. Double-space the entire Works Cited or Works Consulted list.
4. At the top of the page, place the heading **Works Cited** or **Works Consulted**, centered.
5. Do not number items in a Works Cited or Works Consulted.
6. In the eighth edition of the *MLA Handbook*, the MLA has adopted a method for “core elements” that – when available – should be included in each entry. The elements are listed in the following chart in the order they should appear and with the appropriate punctuation:

Author.
Title of source.
Title of container,
Other contributors,
Version,
Number,
Publisher,
Publication date,
Location.

Depending on the source, all of this information may not be required. See the following examples for more details:

C. SAMPLE WORKS CONSULTED

The type of “container(s)” appears in bold brackets at the end of each entry. This is included here for reference only and should not appear in an actual works-consulted list.

Alexander, Jonathan M. “Garner Officers Testing out Body Cameras for Future.” *The News and Observer* [Raleigh, NC], 7 Dec. 2014. *Points of View Reference Center*,
<http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=2W61463672151&site=pov-live>. **[Newspaper found in an online database. You only need to include the place of publication for smaller papers.]**

Alexander, Shoshana. *In Praise of Single Parents: Mothers and Fathers Embracing the Challenge*. Houghton, 1994. **[Book]**

Baum, Rosalie Murphy. “Early-American Literature: Reassessing the Black Contribution.” *Eighteenth Century Studies*, vol. 27, 1994, pp. 533-49. **[Print journal article]**

Black, Henry Campbell, Joseph R. Noland, and Jacqueline M. Nolan-Haley. *Black’s Law Dictionary*, 6th ed., West, 1991. **[Book with an edition and three authors]**

Cohen, Adam. “The Difference a Million Makes.” *Time*, 19 June 1995, p. 43. **[Print magazine article]**

“Education.” *Merriam-Webster*. www.merriam-webster.com/dictionary/education. Accessed 11 July 2016. **[Webpage without an author. Use an access date when a date of publication cannot be found, particularly on webpages]**

Elder, Lonne. “Ceremonies in Dark Old Men.” *New Black Playwrights: An Anthology*, edited by William Couch, LA State UP, 1968, pp. 55-72. **[Part of a print anthology with an editor]**

Kinsley, Michael. "Now Is the Summer of Too Much Content." *Slate*, 20 June 1998,

www.slate.com/articles/news_and_politics/readme/1998/06/now_is_the_summer_of_too_much_content.html.

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Krayewski, Ed. "Deadly Flash." *Reason*, vol. 47, no. 10, Mar. 2016, p. 5. *Points of View Reference Center*,

<http://search.ebscohost.com/login.aspx?direct=true&db=pwh&AN=112460200&site=pov-live>. **[Journal article**

found in online database]

Paley, Grace. *Just As I Thought*. Farrar, 1997.

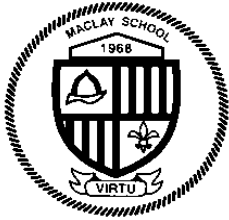
---. *Later the Same Day*. Farrar, 1985. **[Two books by same author]**

"Under the Gun." *Pretty Little Liars*, season 4, episode 6, ABC Family, 16 July 2013. *Hulu*, www.hulu.com/watch/511318.

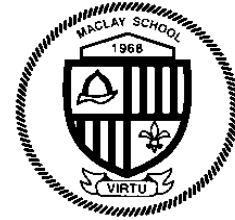
[Television show viewed online, via a pay service]

The above examples are not all-inclusive, so please see the *MLA Handbook* website for further information. Specifically, the following page will be helpful: <https://style.mla.org/works-cited-a-quick-guide-book/>

To download practice templates, view the following page: <https://style.mla.org/files/2016/04/practice-template.pdf>



MACLAY SCHOOL Community Standards Form



Your name: _____

Name of person(s) being mistreated: _____

Name of person(s) responsible for mistreatment:

Date & time of incident(s): _____

Where did the incident(s) occur?

Check the statement(s) that best describes what happened. Check all that apply.

- Cyber Bullying
- Inappropriate Gestures
- Mean Comments
- Name Calling

- Physical Intimidation
- Physical Violence
- Public Humiliation
- Rumor-spreading
- Stalking
- Taunting
- Threat
- Verbal Intimidation

Name: _____

Contact Information: _____

Name: _____

Contact Information: _____

I certify that there is no falsification of the above information and events are accurately depicted to the best of my knowledge.

Signature of Complainant Date

Thank you, this form will be followed up by an appropriate administrator.

For Office Use Only

Date Received:	
Received by:	