

HANDBOOK FOR PARENTS AND STUDENTS

Pre-Kindergarten through Fifth Grade

2020-2021

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Table of Contents

SCHOOL HISTORY	4
PHILOSOPHY	4
MISSION STATEMENT	4
THE MACLAY SCHOOL HONOR CODE	4
STATEMENT OF COMMUNITY	5
LOWER SCHOOL HANDBOOK KINDERGARTEN THROUGH GRADE 5	6
TUITION AND FEES	6
CONTINUOUS ENROLLMENT CONTRACT	6
FINANCIAL AID	6
NONPAYMENT OF FEES	6
RE-ENROLLMENT	6
ATTENDANCE	7
_School Day	7
ARRIVAL AND DISMISSAL	7
_Tardies	7
_Absences	7
_Signing In and Out During the School Day	7
DRESS CODE	8
_GIRLS	8
_BOYS	8
_SPIRIT SHIRTS	9
_WINTER WEAR	9
_OVERCOATS	9
_TRAVEL WEAR	9
UNIFORM STORE	9
VISITORS/VOLUNTEERS	9
BEFORE AND AFTER SCHOOL CARE	9
BEFORE SCHOOL CARE	9
AFTER SCHOOL CARE	9
ENRICHMENT CLASSES	9
COMMUNICATION	10
COMMUNICATING WITH STUDENTS	10
COMMUNICATING WITH TEACHERS	10
FIELD TRIPS	10
PARTY INVITATIONS/ SCHOOL PARTIES	10
SNACK AND LUNCH	10
LIBRARY	10
POLICIES AND HOURS FOR LOWER SCHOOL STUDENTS	11
ACADEMICS	11
_GRADES AND REPORTS	11
PARENT/STUDENT PORTAL	11
HONOR ROLL	11
ACADEMIC SUPPORT	11
HOMEWORK	12
STANDARDIZED TESTING	12
CENTER FOR LEARNING/STUDENTS WITH DISABILITIES	12
SAFETY INFORMATION	13
_EMERGENCY PROCEDURES	13
_LOCKDOWN/DANGER CODES	13
HEALTH AND IMMUNIZATION	13
DISCIPLINE	15
_ANTI-BULLYING POLICY	15

HONORABLE USE OF TECHNOLOGY	15
CHEATING AND PLAGIARISM	16
LOWER SCHOOL CURRICULUM GUIDE	17
LOWER SCHOOL COURSES	17
BEYOND THE CLASSROOM	17
KIDS CLUB	17
THE PRE-KINDERGARTEN CURRICULUM	17
THE KINDERGARTEN CURRICULUM	18
GRADES 1-5 CURRICULUM	19
_LANGUAGE ARTS	19
MATHEMATICS	19
_SCIENCE	19
_SCIENCE LAB	19
_SOCIAL STUDIES	20
_SPECIAL CLASSES	20
_TECHNOLOGY INTEGRATION	20
LOWER SCHOOL HANDBOOK ADDENDUM	21
MACLAY LOWER SCHOOL DISTANCE LEARNING GUIDELINES	22
MACLAY LOWER SCHOOL DISTANCE LEARNING GUIDELINES CONT.	23
FACULTY	24
TEACHING ASSISTANTS	24

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. 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 creatively teach 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

Maclay School Honor Pledge:

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, the Lower School Dean of Students, or the Lower School Director. Students may request confidentiality. Teachers who have knowledge of an Honor Code violation shall notify the Lower 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. Prejudiced conduct because of religion, race, gender, sexual orientation or ethnicity is prohibited.
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.

LOWER SCHOOL HANDBOOK

KINDERGARTEN THROUGH GRADE 5

TUITION AND FEES

CONTINUOUS ENROLLMENT CONTRACT

To ensure a stable, well-managed school for your child, Maclay School (“Maclay”) has adopted a Continuous Enrollment Contract. Families will not be asked to sign another Enrollment Contract for the remainder of the years that your child attends Maclay. Rather, the terms of this Contract, as may be amended by Maclay from time to time, will continue in effect as long as your child remains enrolled at Maclay. Maclay agrees to notify families in writing (or electronically) of any significant changes made to this Contract prior to or concurrent with registration each academic year. Your child’s continued enrollment represents your acknowledgment of the modified terms. Maclay will maintain an electronic copy of the Enrollment Contract with your child’s records.

By January 31st of each year, Maclay will notify me of the amount of the tuition, tuition deposit and other required fees for the next academic year and the date by which the tuition deposit must be paid to reserve a place for my child for the next academic year. Maclay will assume that families intend to re-enroll for the next academic year on the same payment plan as elected in this contract unless Maclay has received notification, in writing, stating otherwise from families by February 15th. All written notifications should be addressed to the Business Office of Maclay.

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.

NONPAYMENT 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 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.

RE-ENROLLMENT

Acceptance into each succeeding grade is dependent upon satisfactory academic achievement, effort, and citizenship. Re-enrollment is NOT automatic. Re-enrollment letters are sent home no later than February with a required return date early in March. Provisional contracts may be issued in some circumstances.

ATTENDANCE

School Day

- Pre-Kindergarten: 8:30 a.m. -12:00 p.m., Monday – Friday
- Kindergarten – 5th Grade: 8:15 a.m. to 2:50 p.m. on Monday, Tuesday, Thursday and Friday
8:15 a.m. – 1:50 p.m. on Wednesday.

Arrival and Dismissal

- **Pre-Kindergarten:** PreK students may be dropped off at the Pre-K entrance between 8:00 and 8:30 a.m. Parents/guardians who wish to walk their child into class should park beside the Cartee Gym. Circle begins, and leaders are chosen at 8:30 a.m. We feel that center and circle time are very important parts of the child's day.
- **Kindergarten – Fifth Grades:** Morning drop off occurs between 7:45 and 8:10. Upon arrival, students should put their book bags in their assigned cubby and then report to the LS playground for supervised recess. **It is important that students arrive by 8:10 each morning so that they have time to put their things away, be in their classrooms and ready for instruction to begin at 8:15.**

Students must be picked up in front of the Lower School between 2:50 and 3:15. To ensure an efficient and timely dismissal, student's family pick-up number must be CLEARLY DISPLAYED while in the dismissal line. Parents who wish to come into the building for pick up must enter the building before 2:50 and wait in the LS Commons or enter the building after 3:15. Students not picked up by 3:15 p.m. will automatically be sent to the Kids Club program, and a fee will be charged.

For arrival and dismissal, parents/guardians must use the designated drop-off and pick-up areas in the front of the school. PLEASE DO NOT BLOCK TRAFFIC OR LEAVE YOUR VEHICLE UNATTENDED. The speed limit on campus is 15 m.p.h. at all times. Please follow the one-way traffic pattern by continuing out the north driveway onto Meridian Road instead of turning around in the face of incoming traffic. For safety's sake, students are not allowed to leave the sidewalk and cross traffic to reach the cars. Students must be picked up in front of the school.

Tardies

If a student arrives after 8:10, parents must accompany their student into main office and sign in. Students who arrive after 8:15 will be marked tardy. If students are not in their classrooms by 8:15, they risk missing essential instruction.

Absences

If a student is absent from school for any reason, parents/guardians should notify the student's homeroom teacher or the front office. A homeroom teacher will communicate with parents regarding any make-up work. Makeup work can be collected from the front office between 3:15 p.m. and 4:00 p.m. Parents and guardians **should not** stop by classrooms early in the morning to request work for the day.

Absences for major trips **must be approved one week beforehand by the Lower School Director and homeroom teacher**, so that makeup work can be assigned and distributed before the trip. If a student participates in an extracurricular activity that requires the student to be absent for prescheduled events (performances or competitions), please communicate with the homeroom teacher as soon as possible. Students are responsible for completing all make-up work in a timely manner.

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. Whenever possible, all appointments (doctors, dentists, etc.) should be scheduled outside of school hours.

Signing In and Out During the School Day

All Lower School students leaving school between 8:15 and 2:50 must be picked up from the main office. Office staff will ensure that students are signed out. Students who arrive/return between the hours 8:15 – 2:50 must be signed in at the main office

DRESS CODE

Students are required to wear the designated uniform for Lower School. Students may choose from khaki or navy uniform line bottoms paired with white, navy or light blue top with the Maclay School crest. (An item labeled uniform line maintains traditional colors, cuts and lengths considered appropriate for many school dress codes.)

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.

Please label all clothes or other personal items with the child's name.

SOURCES

- ❖ Lands' End School, www.landsend.com/school, 1-800-469-2222. School #9001-0022-3
- ❖ The Gap, Uniform line* bottoms only. www.gap.com, Local retail stores – uniform line limited availability July – September.

GIRLS

BOTTOMS:

Girls can choose from the following uniform line bottoms in khaki or navy. (Maclay School crest is optional on the jumpers).

Skirt	Capri Pants
Skort	Pants
Shorts	Jumper

TOPS:

Girls can choose from the following tops with the Maclay School crest embroidered in navy, white or light blue. Not all colors are available in all styles. All tops must have Maclay School crest.

- ❖ Girls Polo, short or long sleeve (Lands' End School)
- ❖ Unisex Polo, short or long sleeve (Lands' End School)
- ❖ Crew Neck Tee, navy or white (Lands' End School, Maclay Store)
- ❖ Scoop Neck Tee, navy or white (Maclay Store Only)
- ❖ Short Sleeve Crew Sweater, navy (Lands' End School)
- ❖ Cardigan, navy (Lands' End School)
- ❖ Peter Pan Blouse, short or long sleeve, white or light blue (Lands' End School)
- ❖ Girls Oxford Button Down, short, 3/4 or long sleeve, white and light blue (Lands' End School)
- ❖ **Fifth grade girls** may choose a solid gray shirt (Lands' End School)

BOYS

BOTTOMS:

Boys can choose from uniform line shorts or pants in khaki or navy:

TOPS:

Boys can choose from the following tops with the Maclay School crest embroidered or heat transfer in navy, white or light blue. Not all colors are available in all styles. All tops must have Maclay School crest.

- ❖ Unisex Polo, short or long sleeve (Lands' End School)
- ❖ Crew Neck Tee, navy or white (Lands' End School, or Maclay School).
- ❖ Oxford, short or long sleeve, light blue or white (Lands' End School)
- ❖ **Fifth grade boys** may choose a solid gray shirt (Lands' End School)

SPIRIT SHIRTS

Students may wear Maclay spirit shirts on Fridays unless there is a special occasion requiring regular uniform.

WINTER WEAR

Boys and girls can choose from the following Winter Wear options with the Maclay School crest embroidered or heat transfer in navy or white. Not all colors are available in all styles. All tops must have Maclay School crest.

- ❖ Girls or Boys Turtleneck, navy or white (Lands' End School)
- ❖ Girls or Boys Sweaters (v-neck, crewneck, cardigan, pullover, vest) navy (Lands' End School)
- ❖ Sweatshirts (hooded zip, hooded pullover, crewneck) navy (Lands' End School) ❖ Fleece (half-zip pullover, jacket or vest) navy (Lands' End School)

OVERCOATS

Overcoats should be navy. Maclay School crest is optional. Lands' End School offers navy overcoats.

TRAVEL WEAR

Dress for off-campus trips will be navy shirt with Maclay School crest, paired with khaki bottom of choice.

UNIFORM STORE

Gently-used, laundered uniform items can be brought to the Uniform Store. Items may be purchased at the store throughout the year. Due to safety considerations, do not donate items with the Maclay School crest or name to charitable organizations.

VISITORS/VOLUNTEERS

All visitors and volunteers to the Lower School must sign in at the Maclay School main office and receive an identification tag. This tag must be worn at all times while on campus.

BEFORE AND AFTER SCHOOL CARE

Before School Care

Before School Care is provided for a fee from 7:00 – 7:45 each morning. Families may register for Before School Care on the Maclay Website.

AFTER SCHOOL CARE

Maclay's Kids Club is a vibrant and nurturing after-school program for K-5th grade. During Kids Club students catch up on their homework, unwind, and then it's off to play with their friends. Kids Club is available every school day until 6:00 p.m. and also on teacher planning days and early release days. For further information, please pick up a Kids Club brochure at the main office or visit the Maclay website.

ENRICHMENT CLASSES

After-school Enrichment classes for K -5th students are offered in three eight-week sessions per school year. Classes are designed for students to have fun, create, explore and learn! For further information, please pick up a Kids Club Brochure at the main office or visit the Maclay website.

COMMUNICATION

COMMUNICATING WITH STUDENTS

If you need to communicate with your child during the school day, please call the Front Office. Office staff will ensure that your child receives the communication. Students in grades K through 5 may use the phone after school in the main office (with permission from the office staff) if it is an important call. Students may use classroom phones with the teacher's permission.

Student cell phones must be kept in the student's backpack and may not be used during the school day.

COMMUNICATING WITH TEACHERS

During the school day teachers are primarily focused on teaching, learning, planning, and preparation. If you need to communicate with your child's teacher/s, please do so via email. Your child's teacher/s will respond via email or a phone call within twenty-four hours. Teachers are prohibited from using text messaging on their personal devices to communicate with parents/guardians. We understand that this may pose minor inconvenience; however, this measure has been implemented to provide for the safety and security of all students. **Teachers often do not have time to check email during the school day. If your communication needs to be viewed or responded to within the same school day, please call the Front Office in addition to sending an email.**

FIELD TRIPS

1. Dress: The children are to wear the travel wear uniform for all field trips. Please see the dress code policy for details on the travel wear uniform.
2. Behavior: We reserve the right to exclude children from field trips who pose a behavior problem. We also reserve the right to call a parent to come and get a child if he or she is misbehaving during the trip.
3. Buying souvenirs or snacks: We discourage chaperones from buying any items for their own children or others while on a local field trip. This makes other children who have not had things bought for them feel unhappy and distracts from the purpose of the field trip.

PARTY INVITATIONS/ SCHOOL PARTIES

All private party invitations should be **mailed** to students and not given to students during school hours. If a student has a birthday and parents want to bring a snack (fruit, cupcakes, etc.), please check with the classroom teacher before the snack is arranged.

There are a number of classroom celebrations throughout the year, which are coordinated by Room Parents.

SNACK AND LUNCH

All Lower students should bring a healthy snack daily.

Lower School students have the option of bringing their lunch or purchasing lunch through Maclay's meal service. 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.

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 Lower School students:

1. Hours are Monday – Thursday, from 7:45 a.m. to 4:30 p.m., and Fridays until 4:00 p.m.
2. Before school: Lower School students accompanied by a parent or guardian may use the library between 7:45 and 8:10 Monday through Friday. Students in third through fifth grades may use the library without a parent/guardian after seeking and receiving permission from the before school duty teacher.
3. After school: Lower School students must be accompanied by a parent/guardian or an ASK counselor when using the library after school (2:50-4:00).
4. 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 overdue or lost items may lose check-out privileges until the book is returned, or the item paid for.
5. Students are expected to follow all computer use rules as outlined in the school's Acceptable Use Policy.

ACADEMICS

GRADES and REPORTS

Lower School students in grades Kindergarten, First and Second grades receive a standards-referenced report at the end of Quarter 2 and Quarter 4. Students in grades Third, Fourth, and Fifth grades receive letter grades each quarter - A, B, C, D, and F, based on the following scale:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	59-40
A	93-97	B	83-87	C	73-77	D	63-67		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

PARENT/STUDENT PORTAL

The Parent/Student Portal is a web-based application available to students in 3rd through 5th grades and to parents/guardians of students in 3rd through 5th grades. The portal 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 grades are reflected in 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.

HONOR ROLL

Students in grades 4th and 5th grades are eligible for the Lower School Honor Roll or High Honor Roll. To earn Honor Roll a student must not have any grade below a B-. To earn High Honor Roll a student must not have any grade below an A-.

ACADEMIC SUPPORT

It is our goal to engage in on-going communication with parents/guardian about student progress and achievement. Teachers will communicate with parents/guardians in a timely manner if any concerns or "red-flags" arise. Additionally, the Lower School Dean monitors the progress of every Lower School student. If a student is performing below grade level expectations, the Lower School Dean will coordinate the development of a support plan.

HOMework

Homework in Lower School may be assigned to provide an opportunity for students to practice or extend skills learned in class or to prepare for subsequent lessons. All homework assignments are developed and distributed according to the following guidelines:

- Time - The amount of time a student is asked to spend on homework each day should be developmentally appropriate. Generally, this equates to 10 minutes for each grade level (i.e. First grade = ten minutes, third grade = thirty minutes, fifth grade = fifty minutes.)
- Competence and Ownership - Students should be able to independently complete 90% or more of assigned homework.
- Feedback- Students will receive substantive feedback on completed homework assignments.

Parents/guardians can support their child/children by providing a quiet place and a consistent time for them to complete homework. While we know that parents/guardians will facilitate the completion of homework, we do not expect you to teach any content. If your child/children are confused about an assignment or seem to require significant support to complete it, put it aside and reach out to your child's teacher. Homework should never be a regular catalyst for conflict at home. If this happens, reach out to your child's teacher. We can adjust assignments and offer strategies to help ease tensions at home.

STANDARDIZED TESTING

In the spring of each academic year, 4th and 5th grade students complete the ERB – CPT, a norm-reference academic achievement test. The ERB-CTP measures student achievement in reasoning, reading, listening, vocabulary, writing, science and mathematics. Individual student scores do not factor into a student's grades. Rather, they are used as one data point among several, to gain a comprehensive understanding of student growth and achievement.

CENTER FOR LEARNING/STUDENTS WITH DISABILITIES

The Center for Learning coordinates all tutoring, support services and intervention services at Maclay School. In addition, The Center for Learning coordinates all accommodations and services 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 Interim Director of the Center for Learning, Shana McCombs at centerforlearning@maclay.org or smccomb@maclay.org. The procedures are as follows:

1. Once a student has been identified as a student of concern by a parent, teacher, Division Director, Academic Dean, or Guidance Counselor, the Division's Academic Dean will begin collecting data from multiple sources (interviewing parents, looking at work samples, observing the student in the classroom, etc.)
2. Once more data has been gathered, the Academic Dean and a staff member of the Center for Learning will hold a meeting with parents, teacher, Guidance Counselor, and Division Director to discuss the data collected. This meeting is optimally conducted as a team, 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. The Academic Dean and/or 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 accommodation plan. 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 accommodation plan 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 are as follows:

1. All tutoring done on campus must be coordinated through the Center for Learning. 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 Director. 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.

SAFETY INFORMATION

EMERGENCY PROCEDURES

Fire drills are held monthly. Emergency procedures for severe weather or any other school-wide emergency are explained by the classroom teacher and the administration.

If there should be a school closing, parents are advised to listen to local radio stations, to watch WCTV Channel 6 or WTXL Channel 27, or to check the Maclay web page.

IN THE EVENT OF A SCHOOL-WIDE EMERGENCY, AN ONLINE MESSAGE WILL BE POSTED TO PARENTS' E-MAIL ADDRESS or a text will be sent. Parents may sign up for this service on the Maclay Web page. They may also give their cell phone numbers so that a text message may be sent.

LOCKDOWN/DANGER CODES

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

- Full Lockdown—Lock doors. No movement on campus by anyone except law enforcement. Stay away from doors and windows.
- Partial Lockdown—Threat level is known (example: tornado watch). Classroom is locked, but instruction continues.
- Bomb threat/fire—Full evacuation.
- Bullhorn blast—Students return to building immediately.
- Siren Call—Students lie down where they are.
- All clear—Bells and/or announcement. Safe to return to classrooms. Danger gone.

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

HEALTH AND IMMUNIZATION

All new students, Pre-Kindergarten through grade 5, entering Maclay for the first time, must have proof of a current physical examination including up-to-date immunizations. The immunization records must be on a specific State of Florida Certification of Immunization Form 680, available at most Florida-licensed physicians' offices or the County Health Department. In addition, a new Florida Certificate of Immunization Form 680 to document vaccines specific to KINDERGARTEN entry is required of ALL students entering the Kindergarten for the first time in the State of Florida on or before the first day of school.

The Maclay School Clinic is staffed by a full-time RN and a part-time assistant during school hours to provide care for students with 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 must be filled out yearly for students. This form can be found on PowerSchool parent portal under E-collect forms. 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.
- Please notify the Lower School Director and 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 as emergency contacts, who are authorized to pick up and care for the student in case of emergency until the parents can be contacted. Please be advised that the annual Student Health and Information Update form must be completed in order for students to be eligible to participate in off-campus activities and field trips.

Students who come to the clinic with complaints of minor ailments may be allowed to rest in the Clinic for approximately 20 minutes, then they 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 including prescription and over the counter non-prescription, must come to school in their original labeled container along with a **completed Permission to Administer Medication at School form that has been signed by the parent.** All administered medications **MUST** be left in the Clinic with the RN. No medication of any kind will be provided to students without parents' permission, which must be recorded on the Permission to Administer Medication at School form, available from under the Clinic tab on website in downloadable PDF form and on-line in the PowerSchool.

Parent Portable under E-collect forms. Medicines which must be administered during school hours **MUST** be left in the Clinic with the school nurse. 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 a student-specific Action Plan of Care. Samples of student-specific Action Plan of Care 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.

The following are examples of contagious conditions which mean that the child should be kept at home until the contagious period is over: fever, vomiting, diarrhea, conjunctivitis, head lice, strep throat, chicken pox, impetigo, pink-eye or ringworm. If your child contracts a communicable disease such as Varicella (chicken pox), Measles or Mumps, Rubella (German Measles), Diphtheria, Polio, Pertussis (whooping cough), Hepatitis B, Influenzae Type B, or any serious contagious illness, please notify both the main office and the school nurse. Sick Day Guidelines and school policies regarding return to school after illness are posted on the clinic website to help you with your decision making when this need arises.

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 Maclay Clinic staff 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 readmitted to class.

Maclay participates in Vision Screening for K, 1st, and 3rd grade students and Hearing Screening for Kindergarten and 1st grade, as required by Florida state law. Parents indicate permission for these annual screenings on the Clinic update form for returning families and on the initial clinic card form filled out by new families during the Admission Process.

DISCIPLINE

Lower School students are expected to abide by the Maclay School Honor Code. Maclay School's approach to discipline 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 respect for themselves and those in the community around them.

1. At all times, courteous behavior and respect must be shown toward peers, administration, faculty, staff, teaching assistants, interns, parents, and visitors.
2. Students are expected to respect the property of others and never use improper language.
3. School rules are applicable on all field trips. The student is representing Maclay School and should act accordingly. Failure to obey school rules will result in the student missing the next field trip. Students are to wear travel wear for all field trips unless otherwise stated.
4. Discipline concerns are usually handled in the classroom and on the playground by the classroom teacher or the teacher on duty. However, if a problem is severe, the student will visit the Lower School Director or Lower School Dean. Appropriate action will be taken and if necessary, parents will be called.

Students should be aware that certain activities outside of School hours or off of School property 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 you
- 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 of action, and ongoing support with the goal of encouraging better decision making in the future, and restoration to our community. *Please see the Statement of Community above.*

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;

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. Students and parents are encouraged to report, either verbally or in writing, suspected incidents of bullying to their Division Director.

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 accord 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. 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.

CHEATING AND PLAGIARISM

Maclay School expects honorable conduct from its students. Any action deemed by the administration to be cheating will result in disciplinary measures. Such actions include copying another's homework, giving or asking for information from another while taking a test or quiz, or plagiarizing material--written, published, or available on electronic sources. Any material taken directly from a computer source, just as with any other source, constitutes cheating, unless the student rewrites the information in his or her own words (or uses quotation marks) and cites the source of the information.

LOWER SCHOOL CURRICULUM GUIDE

2020-2021

LOWER SCHOOL COURSES

- ❖ Language Arts: reading, spelling, grammar, phonics, handwriting, writing composition
- ❖ Math
- ❖ Science
- ❖ Science Lab
- ❖ Social Studies
- ❖ Spanish
- ❖ Computer Science
- ❖ Library
- ❖ Art
- ❖ Drama
- ❖ Music
- ❖ Physical Education
- ❖ Guidance & Life Skills

BEYOND THE CLASSROOM

Black History Month	Duke University Motivation for Academic Performance (M.A.P.)	Student Council
GrandPeople's Day	U.S. Presidential Physical Fitness Program	Green Club
Field Day	Math Olympiad	Media Club
4-H Tropicana Speaking Contest	Mini Mu Math Competition	Band
Leon County Spelling Bee		Robotics Club
Science Fair		Equestrian Club
Modern Language Expo		

KIDS CLUB

Pre-School and Lower School students may enroll in an after-school program called Kids Club. Supervision is provided for Pre-School through 5th grade students on the main campus. Choices include arts and crafts, computer, sports, dance, and various outdoor activities.

THE PRE-KINDERGARTEN CURRICULUM

The Pre-Kindergarten program provides for all areas of a child's development. The learning environment stresses active exploration through learning areas, interaction with adults and peers, and extensive supplementary materials. The difficulty, complexity, and challenge of activities increase as the children develop understanding of concepts and skills. The program offers a balance of indoor and outdoor

activities, restful and active movement activities, and a varied curriculum encompassing: readiness, art, music, drama, library, computer, physical education, Spanish, math, science, and social awareness.

Each child is an individual. Teachers observe and record each child's special interests and developmental progress in order to meet the needs of children who demonstrate unusual interests and capabilities outside the normal developmental range. Pre-School programs are designed to develop character, integrity, a child's self-esteem, and positive feelings toward learning.

The teacher-student ratio is 12:1 with a teaching assistant. Children work individually or in small groups. Self-control is facilitated by encouraging expected behavior, redirecting children to a more acceptable activity and setting clear parameters of acceptable behavior. Social skills are developed through modeling behavior, cooperating, negotiating, and talking together to solve any interpersonal problems.

Reading and writing are introduced as useful tools of learning. Children listen to and read stories and poems, take field trips, visit the library, dictate stories, use language experience charts, create their own "big" and "little" books, have dramatic plays, and do their own writing and drawing in journals. Letter names, sounds and word identification skills are an outgrowth, not a focal point of these activities. Children also spend time using technology for readiness activities in reading and math as well as creating "big" and "little" books and invitations.

Math, Science, and Social Studies are introduced through the use of manipulatives, blocks, sand, water, wheels, gears, woodworking, exploring animals and plants, and visits from the community work world. Movement exercises include both large and small muscle development. These activities are correlated with the music and drama programs. The art program is designed to foster both small and large motor skills as well as creativity. Spanish is also introduced in the Pre-School program.

The goal of the Pre-K program is to provide an open-door curriculum that integrates child and teacher- initiated activities as well as teacher- structured individualized learning activities where needed. These activities achieve a balance of social, emotional, cognitive, and physical development. Children develop a positive self-concept, a sense of personal responsibility, creativity, self-control, positive peer relationships, positive verbal skills, appropriate listening skills, and the ability to interact within a group. The Maclay Pre-Kindergarten program provides a loving, nurturing atmosphere through dedicated teaching as well as parent cooperation and involvement. Students receive a portfolio report twice a year during parent conferences.

THE KINDERGARTEN CURRICULUM

Maclay's Kindergarten program is designed to provide an environment which permits children to utilize their abilities to the highest degree commensurate with their level of development. The children are thinking, working out problems, experimenting, gathering information, and expressing in creative ways their understandings of and feelings about the world around them. They are learning to manage themselves and to grow in independence. They are able to be active in all areas of learning.

The integrated curriculum is divided into areas of: language, reading, mathematics, social studies, science, art, drama, music, technology, library, Spanish, and physical education, including health and safety. In each area there are specific objectives which children are expected to attain. These objectives are based on how children learn and grow, and are evaluated and revised to fit the needs of different children at different times. The objectives are measured by a child's responses (oral, written, or a creative motor activity).

Field trips, resource people, the library, iPad activities, Smart board activities, games, puzzles, musical instruments, physical play equipment, group time, and free time are all utilized to create different environments for fulfilling the kindergarten objectives.

Close parent-teacher cooperation is encouraged. Parent volunteers are welcome as the school and homework together to give the children the best possible education. Parent conferences are held during the interim period of the first quarter and the third quarter. A Kindergarten Progress Report is issued each nine-week grading period.

GRADES 1-5 CURRICULUM

The Lower School curriculum stresses the total academic, social, physical, and emotional development of each child. The child is challenged to the fullest extent of his or her abilities in a loving, caring, and cooperative atmosphere. Everyone is encouraged to develop first as an individual and then as a cooperative member of a classroom group.

The Lower School curriculum encourages critical thinking skills, problem solving, cooperative learning, and peer group interaction. The integrated curriculum includes the following subject areas: language arts (with emphasis on literature and writing composition), mathematics (with emphasis on understanding the concepts and a hands-on approach to learning), science with designated lab times, and a social studies program that includes Florida History. Students also attend classes in Spanish, computer science, library, art, drama, music, and physical education. Teachers team-teach in a variety of areas throughout the curriculum. Students are instructed at their ability level and encouraged to excel to the best of their abilities. Students in grades four and five each have their own iPad to assist in the enhancement of research, critical thinking, and problem solving.

Students participate in special enrichment groups which go beyond the basic classroom concepts and encourage critical thinking skills, problem solving, cooperative learning, and peer group relationships. The special area teachers work closely with the classroom teachers to provide instruction and enhancement of the skills being practiced in the classroom.

Students receive report cards every nine weeks. Interim grade reports are available on the Portal in grades three through five during the midpoint of the grading period. Interim reports for grades kindergarten through second grade are sent home at the interim period. Parent conferences are held during the first quarter and the third quarter during the interim periods in grades kindergarten through second grade. Parents or teachers may ask for a conference whenever concerns or questions arise.

LANGUAGE ARTS

The language arts curriculum includes reading, spelling, grammar and punctuation, phonics, handwriting, and writing composition. A literature-based reading program is used with a combination of a basal reader, novels, big books, and journal writing as an integrated program. Classroom libraries are used in each classroom as well as computer and multi-media programs in language arts and word processing. Spelling is an outgrowth of the vocabulary used in reading, science, and social studies. Spelling word lists are formed from the integrated curriculum and are used throughout the language arts program.

The writing curriculum of the Lower School is built on a school-wide philosophy that begins in Kindergarten and progresses each year. The Lucy Calkins writing program is the foundation for all students in K-5. Students are challenged on an individual basis and may progress based on their writing ability. The curriculum is tailored so that students are required to meet grade level expectations. Lower School students showcase their writing abilities using a portfolio system. Writing samples include expository and narrative essays as well as poetry and journal writing.

MATHEMATICS

All students are given the opportunity to develop their math skills to their greatest potential. Emphasis is placed on hands-on mathematical training and complete understanding of mathematical concepts. Problem solving, critical thinking skills, and group interaction are all important components of the mathematics program. Using a spiraling program, the students master key math concepts by continually revisiting content in a variety of contexts while also connecting abstract concepts to the world outside the classroom.

SCIENCE

Students receive science instruction from a text as well as hands-on experiments. Science is taught by faculty whose specialty is science. Students have special projects and experiments as well as hands-on experiments during science class. Students also attend a hands-on science lab directed by a Lower School Lab Teacher. The labs are designed specifically to reinforce and enhance the current science classroom curriculum.

SCIENCE LAB

Students are given opportunities to learn scientific lab skills through hands-on experiences. The science lab instruction enriches the classroom science curriculum with these meaningful experiences.

SOCIAL STUDIES

Students study their communities, other countries, United States History, and Florida History. Many field trips are planned to witness state government and the Florida Supreme Court in action. Many other areas of the curriculum are integrated in social studies. Students are encouraged to participate in project-based learning, critical thinking, and problem solving as they engage in researching about the topics they study. Students also take curriculum-related field trips to supplement the classroom experience.

SPECIAL CLASSES

The Lower School Physical Education program is designed to encourage movement, physical fitness, and sportsmanship. K-2nd grade students will develop their motor skills, spatial awareness, and hand-eye coordination skills. 3rd-5th grade classes will participate in individual and team activities that teach teamwork, sport-specific skills and social skills used in all aspects of daily life. Each student 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.

Music, art, and drama are taught weekly, while fifth graders are encouraged to join the band. Orchestra classes are available for students in third through fifth grades. Drama classes feature the process approach to instruction, and each class performs a major production. Art classes are taught as part of the integrated classroom curriculum and feature projects correlating with current classroom themes. Students and teachers participate in the DBAE art program through Florida State University, studying an important artist and his or her works every nine weeks.

Students in grades PreK through grade five have Spanish instruction in vocabulary, conversation, and culture. Students are offered the opportunity to participate in the Modern Language Expo.

Guidance counselors are available daily for special needs but also visit classrooms frequently to present group lessons on social behavior, interpersonal relationships both at school and at home, and health education.

TECHNOLOGY INTEGRATION

Students have numerous opportunities for technology exploration and project-based learning. All students have access to computers and iPads and special project times are integrated into the regular classroom curriculum. Through collaboration, critical thinking, problem solving and creativity, students explore how technology can be used as a creative tool to allow them to develop creative solutions. Students also participate in special enrichment groups in their particular field of interest. Students in kindergarten through fifth grade participate in a weekly computer science class.

Lower School Handbook Addendum

The Three Ws

Wear your face covering . . .

- All Lower School students (PK3 – 5th grades) are required to wear a face covering while inside any building – with the exception of lunch. Students are only required to wear a face covering outside when it is not possible to maintain 6ft physical distance. “Mask Breaks” will be scheduled throughout the day. **PLEASE SEND IN AN EXTRA FACE COVERING IN A PLASTIC BAG FOR STUDENTS TO KEEP AT SCHOOL.** (label face covering with your child’s name)

Wash your hands . . .

- Students will wash their hands or use sanitizer after removing or replacing their face coverings, before entering the classroom and before and after eating.

Watch your distance . . .

- As much as feasibly possible and developmentally appropriate students will maintain 6 ft distance from each other and teachers.

School Day

- Pre-Kindergarten: 8:30 a.m. -12:00 p.m., Monday – Friday. Stay and Play will dismiss at 2:30 on Monday, Tuesday, Thursday, Friday and 1:30 on Wednesday.
- Kindergarten – 5th Grade: 8:15 a.m. to 2:45 p.m. on Monday, Tuesday, Thursday, Friday
8:15 – 1:45 p.m. on Wednesday.

Arrival

- Pre-Kindergarten: PreK students may be dropped off at the Pre-K entrance between 8:00 and 8:30 a.m. Parents/guardians should unbuckle students, and then Pre-K faculty will assist students out of cars and guide them inside to their classrooms
- Kindergarten – 5th Grades: Morning drop off occurs between 7:45 and 8:10.
 - Students arriving between 7:45 and 8:00 should be dropped off in front of the Dining Hall where they will remain with other members of their cohorts until being walked to their classroom at 8:00.
 - Students arriving between 8:00 and 8:15 should be dropped off in front of Lower School. They will report directly to their classroom.
 - Students arriving after 8:15 must be signed in at the front office by a parent/guardian.

It is important that students arrive in a timely manner. Please allow time for students to put their things away and be in their classrooms ready for instruction to begin at 8:15.

Dismissal

We have staggered dismissal times to reduce traffic density and facilitate efficiency and safety.

- Pre-Kindergarten students should be picked up in front of the PK building, 12:00 -12:10 or 2:30 -2:50 (Wednesday 1:30 -1:50).
- K – 5th Grades: Students must be picked up in front of the Lower School between 2:45 and 3:10 (Wednesday 1:45 – 2:10). To ensure an efficient and timely dismissal, students’ family pick-up number must be CLEARLY DISPLAYED while in the dismissal line. Students not picked up by the end of dismissal will automatically be sent to the Kids Club program, and a fee will be charged.

Visitors and Volunteers

Until further notice, parents, other visitors and volunteers may only enter the Pre-Kindergarten and Lower School buildings with prior approval from the Director of Lower School and by appointment.

Communicating with Teachers

During the school day teachers are primarily focused on teaching, learning, planning, and preparation. If you need to communicate with your child's teacher/s, please do so via email. Your child's teacher/s will respond via email or a phone call within twenty-four hours. Teachers are prohibited from using text messaging on their personal devices to communicate with parents/guardians. We understand that this may pose a minor inconvenience; however, this measure has been implemented to provide for the safety and security of all students.

Teachers often do not have time to check email during the school day. If your communication needs to be viewed or responded to within the same school day, please call the Front Office in addition to sending an email.

Fieldtrips

Until further notice, Lower School students will only participate in virtual field trips.

Snack and Lunch

- All Lower Students should bring a healthy snack each day.
- Students should also bring a re-usable water bottle (daily) as the water fountains have been disabled. Water bottles should be washed/disinfected at home each evening.
- Purchased lunches must be pre-ordered through Marauder Meal Service.

Maclay Lower School Distance Learning Guidelines

School Day

- Pre-Kindergarten: 8:30 – 12:00. Virtual learners will participate in circle, story time, snack, whole group lessons, Spanish & Music. Your child's teacher will provide a weekly schedule.
- Kindergarten – 5th Grades: 8:10 – 2:45 (Wednesdays 1:45). Virtual learners are expected to participate in the full daily schedule, with the exception of recess and PE. Your child's teacher will provide a weekly/daily schedule.

Absences

If a student will be absent, please alert the homeroom teacher or front office. Homeroom teachers will communicate regarding any make-up work. Absences for major trips **must be approved one week beforehand by the Lower School Director and homeroom teacher**, so that makeup work can be assigned and distributed before the trip.

Tardies

Kindergarten – 5th Grade students that do not join the virtual classroom space by 8:15 AM will be marked tardy.

Dress Code

- Pre-Kindergarten students *are encouraged* to wear their school uniform.
- Kindergarten – 5th Grade students *are required* to wear their school uniform.

Schoology

Schoology is Maclay's Learning Management System. All PK3 – 5th families will have a Schoology Account. In Schoology you will find class schedules, meeting links, announcements, etc. Parents/guardians of PK3 – 3rd graders will use Schoology to upload completed assignments.

Materials

Homeroom and Special Area teachers will put together *distance learning kits* with materials that virtual learners will need for a period of two weeks at a time. Families should expect to collect distance learning kits from the front office every second Friday before 2:30. Families may be asked to print materials for students; however, this should occur infrequently.

At Home Classroom

Virtual students should use an *iPad, laptop computer or desktop computer* to access the classroom. Students in K -5th grades

- Will keep their video on at all times
- Will use a *headset with microphone* to ensure that they can clearly hear what is happening in the physical classroom and that those in the physical classroom can clearly hear them
- Should be seated at a table or desk and have all of their learning materials within reach
- Should limit eating to scheduled snack time or lunch time
- Should **not** use a virtual background
- Should not invite pets or siblings to participate in learning

FACULTY

- ❖ LORI ANGERER, B.S., Florida State University. Fourth Grade.
- ❖ LAURA ARMSTRONG, B.A., Flagler College; M.Ed., University of West Florida. Fifth Grade. LSSC Sponsor.
- ❖ GENNY BAILEY, B.S., Florida State University. Second Grade.
- ❖ SUSIE BAKER LAPP, B.A., Earlham College; M.S.Ed., University of Maryland; M.Psych., Capella University.
- ❖ ANNIE BELL, B.S., Florida State University. Kindergarten
- ❖ BARBARA CAIRNS, B.S., M.S., Florida State University. Kindergarten.
- ❖ JEANNE CORBETT, B.S., Florida State University. Third Grade.
- ❖ STEPHANIE CORNAIS, B.S., Florida State University. Lower School Science. Director of Sustainability.
- ❖ JENNIFER CORZINE, B.M., Wisconsin State University; M.A., University of Hawaii; M.S., Florida State University; M.S.W., Florida State University. Instrumental Music.
- ❖ JENNIFER CRUSOE, B.S., Florida State University. Library Services Specialist.
- ❖ MELISSA FERRARO, B.A., Union College; M.S. The College of Saint Rose. Fifth Grade.
- ❖ MATT HARMON, B.M.E., Florida State University. Lower School Music Teacher.
- ❖ BENTLEY HARRIS, B.S., College of Charleston; M.Ed., College of Charleston. Integration Specialist; Lower School Dean of Students and Acting Lower School Director.
- ❖ RAPHEAL HARRIS, B.S., M.S., Florida State University. Physical Education; Chairperson, Physical Education Department. ❖
BLAKE HICKS, B.S., Florida State University; M.Ed., University of West Florida. Fourth Grade.
- ❖ CATHY HICKS, B.S., Florida State University. Art.
- ❖ JOHN HINSON, B.A., Emory University; M.S., Florida State University. Assistant Network Administrator.
- ❖ LAUREN HOLLAND, B.S., University of Miami; M.S., Florida International University. Lower School Computer Science Teacher.
- ❖ ELIZABETH HUNTER, B.S., Florida State University. Second Grade.
- ❖ DAVID LOW, B.S., M. Ed., University of Florida; MLIS, Florida State University. Senior Librarian.
- ❖ ALYSSA MATTHEWS, B.S., Florida State University, Third Grade.
- ❖ DARLENE MILLER, B.S., Manchester College; M.S., Indiana Wesleyan University. Third Grade; LSSC Co-Sponsor.
- ❖ HANNAH NALLS, B.A., Eckerd College; M.A. University of South Florida. First Grade.
- ❖ LEIGH ELLEN NETTLES, B.S., Spring Hill College. First Grade.
- ❖ DWAN RIGGINS, B.S., University of Florida; M.S., Florida State University. Physical Education.
- ❖ JEAN RILLSTONE, B.S., St. Mary's College. School Nurse.
- ❖ ALLISON RUFF, B.S., M.S., Florida State University. Second Grade.
- ❖ FRAN SANDON, B.S., Auburn University; M.S., Florida State University. Kindergarten.
- ❖ AARON SEILER, B.A., Oberlin College; B.A., Florida State University; M.M., Florida State University. Orchestra Teacher.
- ❖ DREW SHERROD, B.S., Recreation and Leisure Services Administration, North Florida Community College. Physical Education.
- ❖ MARY BYRD SIMS, B.A., University of the South. Fifth Grade.
- ❖ PETER STEJSKAL, B.S., Florida State University. Director of Technology.
- ❖ CAROLINE STRANGE, B.S., Auburn University; M.A.E., University of Alabama at Birmingham. First Grade.
- ❖ CINDY THOMAS, B.A., Florida State University. Drama.
- ❖ JEFFREY VAN SYCKLE, B.A., University of North Carolina-Wilmington; M.P.S., New York Institute of Technology; M.Ed., Kiser University. Lower School Guidance Counselor.
- ❖ CLAUDIA WILLIS, B.A., Florida State University. Spanish; After Scholl Mandarin Language Program. ❖ DAPHNE WRIGHT, B.S., Flagler College. Fourth Grade.

TEACHING ASSISTANTS

- ❖ JENNIFER ARMSTRONG, B.A. Flagler College. Kindergarten Teaching Assistant.
- ❖ ELIZABETH HARRIS, A.A., Tallahassee Community College. Kindergarten Teaching Assistant; Director of Kids Club.
- ❖ LORA HAUSER, B.A., Florida State University. First/Second Grade Assistant.
- ❖ BETHANY MILLER, B.S.W., Saginaw Valley State University; M.A., Central Michigan University. First/Second Grade Assistant.
- ❖ ASHLEY PEEPLES, A.S., Tallahassee Community College. First/Second Grade Assistant.

❖ DONNA TISCHLER, Kindergarten Teaching Assistant.