

MACLAY

MIDDLE SCHOOL HANDBOOK 2023-24



MACLAY SCHOOL

Be Inspired. Be Determined. Be Unstoppable.

**HANDBOOK FOR STUDENTS AND PARENTS
MACLAY MIDDLE SCHOOL
2023-2024**

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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 School'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 teach creatively the liberal arts.
- to create a 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 exemplifying 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.

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

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

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.

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 and may lead to disciplinary action.

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

STATEMENT OF COMMUNITY

As a member of the Maclay School community, I will always maintain my honor and integrity 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.

OUR STATEMENT OF BELONGING

At Maclay School, a sense of belonging is central to our mission as an educational institution. Diversity, equity, and belonging are fundamental to ensuring that each member of our community has an opportunity to thrive, lead others, and be a person of impact. By embracing our differences as a community, our approach to diversity, equity, and inclusion fosters an inclusive, welcoming, supportive, and healthy school culture that promotes genuine respect and acceptance of all members of our community. We are committed to equal opportunity for all persons and do not tolerate discrimination and harassment on any basis.

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.

ENROLLMENT

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 School. Rather, the terms of this Contract, as may be amended by Maclay School from time to time, will continue in effect as long as your child remains enrolled at Maclay School. Maclay School 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 School will maintain an electronic copy of the Enrollment Contract with your child’s records.

By January 31st of each year, Maclay School will notify families 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 your child for the next academic year. Maclay School 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 School has received notification, in writing, stating otherwise from families by February 15th. All written notifications should be addressed to the Admissions Office of Maclay School.

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

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.

Additionally, parents must submit a copy of their Federal Tax Return from the previous year along with their application online. Forms are available online after January 1st and must be completed as soon as possible. The Financial Aid Committee reviews applications periodically throughout the Spring and Summer and communicates directly with the family regarding any award given. Directions for the application are on the Admissions page of the Maclay Website.

In making a financial award to students, the Financial Assistance Committee considers the family’s monetary needs and the candidate’s potential for a successful Maclay School experience. All awards are made for one year and the financial award 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 their potential in the above-mentioned areas, their award 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

DAILY SCHEDULE OF CLASSES

2023 – 2024 Block Schedule

2 Day Rotating Schedule: 80 Minute Classes

8:00-9:20	1A	1B
9:20-9:28	Break	
9:30-10:50	2A	2B
10:55-11:25	Homeroom/Advisory/Personal Learning Time	
11:25-12:05	Lunch/Recess	
12:10-1:30	3A	3B
1:30-1:38	Break	
1:40-3:00	4A	4B
3:00	DISMISSAL	DISMISSAL

WEDNESDAY SCHEDULE – MS 70 Minute classes

8:00-9:10	1A/B
9:15-10:25	2A/B
10:30-10:55	PERSONAL LEARNING TIME
10:55-11:25	LUNCH
11:30-12:40	BLOCK 3A/B
12:40-12:48	BREAK
12:50-2:00	4A/B
2:00	DISMISSAL

ATTENDANCE

DEFINITIONS

- Tardy from class = A student who arrives after the start time of class is defined as tardy from that class.
- Absent from class = A student who misses 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 may not be eligible for extracurricular activities.

Middle School is in session from 8:00am - 3:00pm (2:00pm on Wednesdays). Faculty Supervision is provided from 7:45-3:30PM.

MS Center will be open in the morning from 7:00AM-7:45AM and in the afternoon from 3:00-6:00pm (2:00-6:00pm on Wednesdays). If a student is not picked up by 3:30pm (2:30pm on Wednesdays) or is finished with after-school help/sports early, the student must report to the Middle School Center. There is no charge for the Middle School Center located in Room 50.

It is expected that every child will arrive no earlier than 7:45 AM and be picked up by 3:30 PM (2:30 PM 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 are to wait in front of the Middle School complex for their ride. Students found waiting for their ride at any other location other than the front of the Middle School complex will be redirected to go to the front of Middle School. No students should be waiting for rides in front of the Middle School or at any other location on campus after 3:30 unless authorized by a faculty/staff member. If a student is not picked up by 3:30 or is finished with after-school help/sports early, the student must report to the Middle School Center. If students are wandering around campus before 7:45 AM or after 3:30 PM without supervision and/or permission, they will be given a warning for not going to the Middle School Center and sent to Middle School Center. The Center is open from 7:00-7:45 AM, 3:00 to 6:00 PM. (2:00-6:00 PM on Wednesdays). The Center is not open on special early release days (i.e., 11:30 AM dismissal). There is no charge for the Middle School Center.

Parents are asked not to disturb classes during the school day and are required to contact/report to the Middle School Office as needed (i.e., questions, delivering a message to a student). Students should not meet parents in the parking lot to pick up any items.

SIGNING IN AND OUT

All Middle School students arriving to school late (after 8:00 AM) or leaving school early (before 3:00 PM) must check in or out at the Middle School office. No student may leave campus without office approval, we ask that parents make every effort to schedule all appointments (doctors, dentists) after school hours. When arriving late or leaving early, parents are to contact the Middle School Office. Students should see or email the teachers of the classes missed to get their assignments and turn in assignments that are due. If students are feeling sick, they are to inform a faculty member before going

to the clinic to see the nurse. The clinic will contact parents and let the Middle School office know if the student has checked out to go home.

TARDIES

BEFORE AND DURING SCHOOL

Students arriving on campus after 8:00 AM must check-in at the Middle School office to receive an excused or unexcused tardy pass, and then proceed directly to their classroom.

Students who arrive late must check in with the teachers of the classes missed (before the end of the day) to obtain any missed work.

Email excuses from parent(s) will be accepted for tardies to be excused. Parent emails for tardies are to be sent to msattendance@maclay.org by 8:45AM on the day the student will be tardy.

Only tardiness (between classes) involving student-teacher interactions will be excused with a tardy pass obtained from the interacting teacher.

Any student without a tardy pass to class will receive a notice. Unexcused tardies may affect the student's citizenship grade.

- 3rd unexcused tardy to class = detention
- Tardies in excess of 10 nonconsecutive days in any given academic quarter will be excused only with a doctor's note

Students are responsible for any work missed due to excused or unexcused tardiness.

ABSENCES

PARENT RESPONSIBILITIES

When a student is absent, parent/guardian is expected to notify the Middle School office by 8:30 AM the morning of the absence.

If you need to get notebooks or classwork for your child, please contact the Middle School office. All assignments may be listed on Schoology daily but may not include certain assignments.

The parent/guardian may send an email to (msattendance@maclay.org) stating the reason for the absence and the date(s) of the absence. Failure to provide documentation from a parent or doctor will constitute an unexcused absence.

Parents/Guardians are expected to inform the Middle School office in an email concerning all expected student absences due to family trips or vacations. Parent/Guardian should send an email IN ADVANCE OF THE ABSENCE.

Absence from classes for part of the day: Parent/Guardian must email or student must bring a note from parent/guardian, doctor, or dentist, stating the date, time, and reason for absence.

Absences on the day preceding or following a scheduled school vacation will be unexcused unless specifically cleared IN ADVANCE with the Middle School office.

When students want to attend ceremonies or plays of their younger or older siblings, parent/guardian must email the Middle School office and get approval from the Middle School office and all teachers involved in advance of missing class.

For all absences, a parent/guardian must send an email to msattendance@maclay.org with an acceptable reason for the absence.

STUDENT RESPONSIBILITIES

Students should notify teachers in advance of an upcoming non-emergency doctor/dental appointment.

For all expected absences due to family trips or vacations, students are to get a BLUE form from the Middle School office, complete the top portion of the form and have parent sign; after parent signs, students will obtain their teachers' signatures and return the BLUE sheet to the Middle School office. This form should be completed at least 24-hours in advance.

Students are also responsible for getting assignments from each teacher and arranging a set schedule to make up all work missed during the absence. Students should check Schoology as well. Failure to do so in a timely manner may result in the student receiving no credit for that assignment. Students should talk to communicate with their teachers between classes, Personal Learning Time or via email to discuss missing work. It should not be done in the middle of class.

If a student misses an announced assessment 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 to attend co-curricular activities, the student must make arrangements with their teacher to make up the missed assessment. Failure to follow this procedure may constitute deduction of points from the assessment or receive no credit for the missed assessment.

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 class day. Failure to follow this procedure could affect academic grades.

POLICY REGARDING WORK MISSED DURING ABSENCES

Long-range assignments are due on the day assigned even if the student is absent. It is expected that the student who has had the ability of 5 or more days to work on a project will submit that assignment. The only exceptions are extensions approved by the involved teacher.

Assignments that are not long-range assignments missed due to an unexpected absence must be made up on the next class day when the student returns.

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.

Tests or quizzes are expected to be completed upon the student's return unless otherwise arranged by the teacher.

For every one(1) absent class day, the student is provided with one class day to turn in missed assignments (i.e., If a student is absent for 3 class days, then the student will have 3 class days to turn in all missed assignments). The student must arrange with their teachers.

As a courtesy, homework is generally posted daily on Schoology. However, the most up-to-date assignments are found by communicating with teachers via email, and it is each student's responsibility to obtain complete instructions from the instructor rather than rely solely on Schoology.

A student who fails to complete the required assignment as scheduled, will receive an academic penalty (i.e., lowered letter grade or attain a "Z").

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

ABSENCES FROM COURSES

Upon the fifth (5) absence in a class in one academic quarter, a student's letter grade will be lowered (ex. A- becomes a B-.) 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.

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 the School Counselor 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 counselor or dean.

CARE TEAM MEETING

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

CARE TEAM

The members of the care team may include the following: Student, Parents, School Counselor, Teachers, Division Director, Dean, School Nurse, Center for Academic Excellence, Assistant Head of School, Head of School, and Security. Maclay School reserves the right to ask a student to medically withdraw if after working with the Care Team the student's condition precludes them from completing academic work or earning representative grades.

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 front office and receive an identification tag. This tag must be worn at all times for the given day while on campus. All Middle School parents/guardians are to sign in at the Middle School office when coming to the Middle School campus.

PARENT-TEACHER CONFERENCES

Conferences may be requested by parents, teachers, school 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. All conferences must be scheduled via email or by contacting the Middle School office with at least 24-hours in advance. Please do not approach teachers during the school day without a scheduled meeting.

DROP-OFF AND PICK-UP

Parents/Guardians dropping off children in the morning or picking them up in the afternoon are asked to use the designated drop-off and pick-up lanes in front of the Middle School. Please do not block traffic and do not pick up at any other location. Please, always abide by the speed limits on campus.

Parents/Guardians should not drop off their children in the parking lot but should use the drive-through drop-off lanes. Parents/Guardians 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 the children.

FOOD SERVICE

The Dining Hall offers a full lunch service daily, with a hot food line and a sub/salad station. Marauder Meals will offer real fruit smoothies and a variety of items à la carte. Some of these items are fresh fruit, yogurt, chips, 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 Gatorade. Menus will be available on the Maclay website. With the implementation of FACTS SIS, lunch will be billed through the FACTS system. Charges will be incurred based on the food selections made in the Dining Hall. The charges will be billed through FACTS. Details on the billing can be found in the Family Portal or by contacting the Business Office.

LOCKERS

Students in Grades 6 to 8 are assigned individual lockers with a lock. Any abuse of the locker (i.e., stickers or any adhesive materials, writing on lockers, etc.) 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 their locker without permission from the Middle School Homeroom Advisor. 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 their locker or possessions. A student who loses a lock must pay a \$5.00 replacement charge.

See Middle School website for more information about lockers and shelving.

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 class. All bags may be stored on the hooks. Athletic equipment and/or musical instruments may be stored on designated shelves. No bags or books should be on the walkway or ground. It is a safety hazard.

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 their cell phone, smartwatch, or laptop during school hours. All

cell phones and smartwatches should be kept turned-off and in the student's locker during school hours. See page one for campus telephone directory.

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 School 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.

- Middle School students may reserve a book in advance by using the Maclay School library webpage. Students may pick-up their reserved book(s) during Personal Learning Time or after school.
- After school: The library is open until 3:30 PM for Middle School students without a pass.
- The library is an area for quiet reading and study. Students are expected to observe these guidelines at all times. Students who do not behave properly may be asked to leave or may lose their library privileges altogether.
- 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.
- Students are expected to follow all digital etiquette guidelines including those outlined in our Middle School Citizenship Pledge.
- Students are welcome to use the library Production Studio, to record audio or video projects with permission from the librarian.

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 PM. If a student is not picked up by 3:30 or is finished with after-school help/sports early, the student must report to the Middle School Center. All school rules apply. Students who abuse the rules of the Middle School Center may be asked not to return. The afterschool center is a privilege and a convenience for both parents and students.

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 Maclay 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 Maclay School will act firmly if any acts of harassment, hazing, threatening, 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 their Maclay account to another e-mail account, the student 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 ensure 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.

COMPUTERS

All Maclay School students are expected to abide by the policies set by the Department of Technology. Failure to do so means that the student will not be allowed to use Maclay School's 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. 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 iPads with the permission of the teacher.

OTHER ELECTRONIC DEVICES

Between 8:00 AM and 3:00 PM, 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 a verbal warning, and the personal electronic device will be taken by the teacher. If there is a second offense, the student's parent will be informed, and the personal electronic device will be held in the office until the end of the school day. The student will receive a detention and lose the privilege to bring their device for one week if there is a third offense. In the case of a third offense, the parent must come in person to retrieve the student's personal electronic device.

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.

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 any platform without prior permission of the people in the picture. Consequence – the student may receive a detention or suspension.

Parents/Guardian 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 bookbags. PARENTS/GUARDIAN, PLEASE DO NOT CALL OR TEXT YOUR CHILD DURING THE SCHOOL DAY.

FAMILY PORTAL

The Family Portal is a web-based application which is tightly integrated with FACTS, the electronic gradebook system used by Maclay School. Using the Family 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 student's teachers, in addition to viewing and printing the student's data.

Please note: Grades are not final until the end of the term is finalized. 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 information on how to access student information. Parents are urged to keep their username and password in a secure place. In the event parents do not receive a letter or have problems accessing the FACTS system, they should contact the Information Technology Department Help Desk at 850-668-5105 or helpdesk@maclay.org.

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 2023-2024 school year.

Students may wear heavy winter coats, lightweight jackets, cardigans, hoodies, sweatshirts, and sweaters that are Maclay School's solid colors (white, navy, grey, or light blue). Hoodies and sweatshirts must align with Maclay School's solid colors unless authorized by Maclay School (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 School uniform shirt. Students will be required to wear school uniform bottoms.

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

UNIFORMS

Bottoms

- Colors – Solid khaki, navy, and grey; and three new designated plaid for skirts and skorts.
- Types – shorts, cargo shorts, pants, dress pants, skirts, skorts, jumpers, and dresses that match Lands' End styles.
- All shorts, skirts, skorts, jumpers, and dresses must be a **maximum of 5 inches** above the knee 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
- 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, hoodies, sweatshirts or sweaters that are solid Maclay colors (white, navy, grey, or light blue) without any symbols other than an extra small print of brand.

Hoodies and sweatshirts must align with Maclay School's solid colors unless authorized by Maclay (i.e., team or club sweater).

SPIRIT FRIDAYS

Game Days, competitions, and performances

Students who are part of a Maclay School 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 are 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:

- Exercise bottoms (i.e., gym shorts, sweatpants, leggings), 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). Leggings may be worn only under uniform bottoms or dresses.
- No sweatpants, 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 clothing with symbols that are universally considered offensive, political statements/images or questionable language, phrases, or symbols.
- No hats or any head wearing of any kind (unless it is for religious reasons) or sunglasses may be worn during the school day.
- All hats/head coverings must be kept in a locker or backpack.
- No blankets allowed.
- No headphones or earbuds are to be worn unless they are being used in class with approval by teacher or administrator.
- No visible body piercing will be permitted, other than 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 (i.e., 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 wheels, flip-flops, beach shoes, mesh shoes, sport slides, shower shoes, flip-flops with heels, or other shoes that are not adequately secured to the foot are allowed.

All Dress Code must be followed and applies to all school events including graduation and other ceremonies.

*NOTE: Specific styles are provided on Lands' End website: www.landsend.com/shop/school-uniforms. All uniforms must match the styles that are provided on Lands' End uniform website.

(Maclay School Code 900100223).

ACADEMIC POLICY

ACADEMIC OFFERINGS

The academic offerings listed below stress the importance of study skills as well as the content of the discipline. All students take the Launch Wheel courses – Computer Science, Launching into Visual Arts, Wellness and Expressions and an Introductory to Performing Arts in the sixth grade, and then students may choose B.L.U.E. Classes/Enrichment electives beginning in the seventh grade. Sixth grade students who want to pursue a specific performing arts course may do so in lieu of Introductory to Performing Arts (prerequisites apply).

During one of the elective blocks, seventh and eighth graders have the opportunity to dive deeper into content by participating in the Discovery program. Participating students will choose from the Path to Discover Humanities and Path to Discover STEM tracks. Students will be grouped in Mathematics according to their individual needs. The daily schedule provides for four classes each day, two breaks, plus homeroom and lunch. 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, Physical Science, Life Science, Advanced Honors Biology (prerequisites apply)

Introduction to Spanish, French, Latin, Spanish IA, French IA, Latin IA, Spanish IB, French IB, Latin 1B

Physical Education, Health Opportunities through Physical Education (HOPE)

Enrichment B.L.U.E. Classes (Launching into Visual Arts, Exploring through Studio Arts, Urban and Contemporary Art, Studio Art Immersion into 3-D Art and Ceramics, Folk, Outsider, and Found Object Art, Theatre Arts, Advanced Theatre, Musical Theatre, Vocal Ensemble, Dance, Exploratory Band, Middle School Band, Music Appreciation, Modern Music Production, Orchestra, Robotics, Computer Science, Astronaut Challenge + STEM, Mythology, Logic and Debate).

Discovery Program (Path to Discover Humanities, Path to Discover STEM) 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.

If Middle School students are enrolled in Geometry, the course will be considered an Upper School Honors level credit. Advanced Honors Biology is considered an Upper School Advanced Honors level credit. The grades received for these courses will be averaged into their Upper School GPA and will be recorded on college transcripts. All exams are not exempted in the Middle School.

HOMEWORK

Students are assigned homework on a regular basis. If a student does not have written work for that course, the student should review and study course material. If there is extra time in their study period at home, we always encourage students to read.

LETTER AND CONDUCT GRADES

The Middle School issues letter grades, conduct grades, and a record of absences for each course every academic term. Grades are also recorded for semester examinations, for the semester average, and for the year-end average. Semester grades are determined by averaging the semester grade plus the semester exam grade, based on the grading scale. The exam grade counts for 1/5 of the student's semester grade. The yearly average will be determined by averaging the two semester averages.

Letter	18 Point Scale	Percentage
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 <u>submitted</u>

NOTE: The grading scale imposed by the Florida High School Activities Association (FHSA) for purposes of athletic eligibility is computed on a different scale. See College Counselor 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 appropriately; 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; the student has not received any type of detention 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. The student has received no more than one detention during the grading period. The student 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 lunch detention, or after-school detention 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.

See each individual teacher's policy sheet for further explanation.

GRADE COMPOSITION

Grades in courses will be comprised of two categories, Formative and Summative. Formative grades include any items that students turn in as practice (i.e., homework, classwork, labs). Summative grades are comprised of assignments through which students display overall understanding (i.e., tests, quizzes, projects).

INTERIM REPORTS

In order to report performance and behavior, Interim reports will be compiled. These reports will reflect current class averages and conduct. Every nine weeks, teachers may 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, 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 semester (18 weeks). Before issuance of final report cards, transcripts, or advancement certificates, all student charges, fees, and fines must be paid, and all books returned. Final report cards will be emailed.

ACADEMIC WARNING

Any Maclay 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 the student's 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 semester, 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 or Dean 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 nine weeks, but for a period of time not to exceed one semester. Any student on Academic Probation who fails to improve their 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. While on Academic Probation, 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, School Counselor and/or the Director of the Center for Academic Excellence, and Middle School faculty members as needed.

QUALIFICATIONS FOR ACADEMIC HONOR ROLL

An Honor Roll list and certificate will be awarded each semester 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.

At the end of the first semester, there is a celebration to honor students who have maintained High Honor Roll. At the end of the year, there is an awards ceremony to acknowledge students who have earned the highest GPA for the school year.

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. Absences will be excused with a doctor's note or for a Maclay sponsored event. If a family plan calls for a pre-excused absence from an exam, for any other reason, a \$50 make-up fee will be assessed for each exam missed, including the World Language listening. 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 given formative assessments several times per year through Track My Progress. Track My Progress is a computer-based adaptive testing program designed to monitor student skill development in mathematics and language arts.

All eighth-grade students will take the PSAT in the Spring.

VIRTUAL SCHOOL

During the regular school year, no virtual school classes are allowed, unless with special permission of the Middle School Director. If a student takes an online course during the summer as a substitute for a course offered at Maclay during the school year, the following conditions must be met: 1. The student must complete a written Maclay permission form, signed by the parent and student, and submit it to the Middle School Director in May preceding the date of the course. 2. The online course must be completed and the grade accessible by the first day of first semester classes at Maclay.

Please note that Virtual School course taken by a middle school student will be considered as an enrichment course and not a placement course. The student will abide by the Maclay Middle School requirements for course placement.

CENTER FOR ACADEMIC EXCELLENCE

Maclay School's Center for Academic Excellence (CAE) serves as the central hub for academic support and enrichment on campus. The Center for Academic Excellence and greater Maclay Student Support Team promote a multi-tiered system of support intended to meet the diverse needs of our students. This framework is comprised of three tiers, each offering varying levels of support to ensure every student receives appropriate interventions and opportunities for success.

- Tier 1 focuses on providing high-quality instruction and support to all students within the general education, classroom setting.
- Tier 2 is for students who require additional support beyond the classroom. These supports may include small group instruction and/or short-term interventions, additional support from a faculty member or targeted class, after school tutor or participation in a general tutoring program, services through a Maclay partnered therapist or service provider (occupational, speech, or behavioral therapy).
- Tier 3 is for a small percentage of students who require intensive support. For these students, a member of the Learning Specialist Team provides individualized interventions and resources through small-group or 1:1 intervention and remediation.

Students come to the CAE for tier 2 and tier 3 services including small group support, one-on-one intervention, Orton-Gillingham structured literacy support, math support, test proctoring, and/or enrichment. Other services provided include occupational therapy, speech language therapy, and behavioral support. Services that require tier 3 support, the use of a test proctor, or who work with an independent contractor are charged an additional hourly bill rate from families and billed monthly using FACTS.

Academic or CAE Referrals

Students are referred to the CAE for tiers 2 or 3 support if their academic performance indicates that they are demonstrating a pattern of not responding adequately to the instruction provided in the general education classroom. This is determined by grades, teacher or parent feedback, results of

assessments, screeners, or other progress monitoring tools. A student may be referred by a member of the Student Support Team to an immediate tier 2, targeted, short-term intervention or referred for immediate movement into a tier 3 intervention with a member of the CAE Learning Specialist Team. Students who work in the Center for Academic Excellence come during a special area class or in lieu of a study hall.

Services Provided on Campus

The Center for Academic Excellence partners with families to provide specialized services on campus including Speech Therapy, Occupational Therapy, and Behavioral Therapy. These services are conducted by pre-approved local practitioners who serve as independent contractors. Families pay a surcharge to receive these services on campus. Referrals for these services can only be directed and communicated to the service providers by the Director of Student Support Services/CAE. Faculty and parents may not refer students directly for services.

Students may also work with a private pre-approved tutor/independent contractor on campus either after school or during a pre-approved time in their day. Students in Lower and Middle School must be referred for these services by a member of the Student Support Team. Students

in Upper School may select to work with a pre-approved tutor during study hall, FLEX, or after school. (A list of these tutors is available through the division dean or a member of the CAE administration). Policies for working with a private tutor are as follows:

- All on-campus tutoring or services must be coordinated by the Center for Academic Excellence. Students must be onboarded and registered for these services prior to receiving them.
- All independent contractors and private tutors on Maclay campus must have completed background checks by the Business Office and be registered as a tutor by the Center for Academic Excellence
- All on-campus tutoring must be billed through the Center for Academic Excellence
- All tutors conducting services on Maclay School Campus who are not Maclay School faculty members are required to bill an additional 20% surcharge. Maclay School faculty members tutoring on campus are not required to bill an additional 20% surcharge.
- Maclay Faculty Tutors may not tutor their current students or see students within regular school day hours
- All tutors, including Maclay School Faculty Members, are required to share student information and progress updates with the Center for Academic Excellence pursuant to the Contractor Agreement.

Protocol for Testing Referrals to Community Partners

Maclay believes that supporting the whole child behaviorally, academically, and social-emotionally requires collaboration among educators, parents, and the wider community. We actively involve parents and guardians in their child's development, maintaining open lines of communication and providing resources for support. We also collaborate with community partners and mental health professionals to offer comprehensive services for our families. In cases where students require additional testing or support, we collaborate with external agencies such as school psychologists, speech therapists, occupational therapists, behavioral analysts, and mental health practitioners. Direct recommendations to families for additional interventions, testing, therapies, tutoring, or referrals to parents for community partners are issued only by the Director of Student Support Services.

Accommodations

Students with an academic or behavioral diagnosis may require additional support to address their specific needs. Classroom accommodations are adjustments made to the learning environment, instructional strategies, or materials to support students with diverse learning needs. These accommodations are designed to ensure that students can access and participate in the curriculum effectively. To receive accommodations, Maclay School requires that parents must submit a copy of the child's psycho-or-neuro-educational testing completed by a licensed psychologist. Maclay School also requires that a student be re-evaluated at least every four years to continue to provide a student with accommodations, unless the disability is a physical disability.

Accommodations provided vary depending on the student's learning profile, strengths challenges, and identified disabilities. All accommodations are written and communicated by the office of the Center for Academic Excellence. The following are examples of classroom accommodations students may receive:

- Extended time to complete assignments, assessments, or classroom activities to accommodate their processing speed or to allow for breaks as needed.
- Seating away from visual or auditory distractions
- Alternative testing environments or the use of a test proctor as a scribe or human reader
- Visual supports such as visual aids, graphic organizers, charts, or visual schedules to assist students in understanding and organizing information
- Note-taking assistance. Students may receive copies of lecture notes or access to note-taking supports, such as outlines or note templates.
- Accommodated assignments that involve adjusting the complexity, length, or format of the assignment. Some students may have reduced problem sets, questions, or items to complete so long as the mastery of the standard is still the objective.
- Assistive technology devices or software such as text-to-speech software, speech recognition tools, or calculators to support learning and communication
- Breaks or movement opportunities
- Visual or verbal prompts, reminds, cues, to support students in staying on task, following instructions, or managing their behavior.
- Simplified instructions. Complex directions or tasks may be broken down into smaller, more manageable steps to support students' understanding and completion.

Maclay Learning Profiles and accommodations are reviewed annually by the Center for Academic Excellence staff and Student Support Team to determine adjustments to the level of support in the classroom. These annual reviews are also in collaboration with the families and guardians to determine appropriate accommodations.

Mental or Physical Health-Related Accommodations

Occasionally, there are mental or physical health related adjustments or supports provided to students with conditions or medical needs that ensure their safety, well-being, and equal access to education. Examples of mental or physical health related accommodations may result from:

- Physical accessibility: students with mobility impairments may require accommodations to ensure physical accessibility within the school environment.
- Dietary accommodations: students with dietary or food allergies may require accommodations in the school dining hall or during classroom activities. This may involve providing alternate meal options, implementing allergen-free environments, or allowing additional time or breaks for students with health conditions that cause fatigue or pain.
- Temporary classroom accommodations: students experiencing conditions such as short-term anxiety, depression, concussions, and/or difficulty managing sensory stimulation. Accommodations can include providing noise-canceling headphones, sensory breaks or spaces, adjusting lighting and visual stimuli in the classroom, and providing other classroom accommodations such as extended time on assignments.

To receive mental, dietary, or physical health-related accommodations, parents should communicate these accommodation requests and related documentation to one of the following members of the Student Health Team: Director of Health Services, School Trainer, School Counselor, Assistant Director of the CAE, Director of Student Support Services/CAE.

ACADEMIC DISHONESTY

Instances involving academic dishonesty will be handled by the Middle School Administration and may be referred to the Honor Council or Disciplinary Committee.

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:

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.

1. In science classes, copying data from lab partners is acceptable; copying conclusions and answers to questions is not.
2. Using any materials (for example, notes), other than those permitted by the teacher, while taking a test or quiz.
3. Asking for or giving specific information about a test already taken by another student.

4. 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.
5. Talking during a test or quiz, even if one's paper is already handed in, until all students have finished the task.
6. Using an unauthorized electronic device during a quiz or test.
7. Using a translation source for work on a World Language class.
8. If another person types a paper for a student, credit must be acknowledged.

MACLAY SCHOOL POLICY STATEMENT ON PLAGIARISM

Plagiarism is willfully or accidentally "using another person's ideas or expressions in your writing without acknowledging the source constitutes plagiarism.

To 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 the following are unacceptable:

1. Direct copying from a source, word for word. This is especially common with Lower School age children, 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 the student read an outside work and the student's 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 their teacher about whether a particular fact needs a source citation.

DISCIPLINE

PARENTS AND STUDENTS SHOULD READ THE FOLLOWING GENERAL DISCIPLINARY PROVISIONS CAREFULLY SO THAT THE BEHAVIORAL EXPECTATIONS ARE CLEAR.

Maclay School 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 School's disciplinary policies and to lend their support when requested.

Maclay School expects that each student conducts themselves in a way that is conducive toward maintaining high moral standards and academic, athletic, and social achievement. Please see the Statement of Community and Statement of Belonging.

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.

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 their lifetime, and Maclay School will not tolerate behavior that is disruptive, destructive, immoral, or illegal.

As a member of the Maclay Middle School Community,

- I will maintain my honor and integrity at all times
- I will uphold an atmosphere of trust, respect, kindness, and consideration for all members of the Maclay Middle School and the wider community.
- 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 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:

- Classroom Teacher
- Middle School Administration
- Behavioral Review Board
- Honor Council
- Disciplinary Committee

MACLAY DISCIPLINARY POLICY

Maclay School is built on the strength of its community. Our community's core belief is based on our respect for people, property, and self. Maclay School is an institution that sees its main goal as educating and developing students in a healthy community for each student. As such, our disciplinary processes are progressive and firm. Proceedings conducted are based on institutional policy and are not legal, therefore all protocols are determined by the School and no outside representation is allowed. In all cases, whether minor to major violations are considered, the severity and nature of the offense, the number of previous related violations, unrelated disciplinary action which has been taken, and the ability of the student to understand the gravity of the offense based on age and maturity will be factored into the resulting disciplinary proceedings and resulting required action.

We believe that the school's obligation of reasonable supervision ends and the parent or guardian's duty of supervision resumes when the student leaves the school's premises during non-school hours and is no longer involved in school-related activities. At the same time, if a student is involved in an extreme situation off campus or on the weekend that the school deems as behavior unbecoming of a Maclay student, the school reserves the right to treat the situation as a possible disciplinary offense.

There are four levels from which discipline can be assigned. The first level is the classroom teacher or supervisor. The second can be any administrator within the division. The administration will deal directly with minor or medium infractions unless it is determined that the offense(s) should be elevated to the review board. For offenses against the Honor Code, the Honor Council, which is the third level, will meet and will deliver a determination and resulting apology of action. All major violations will be referred, without fail, to the fourth level, the Disciplinary Committee. As noted below, both the administration and/or Honor Council can refer any offense(s) that normally would be considered by that body to the Disciplinary Committee based on the circumstances involved. Disciplinary actions available to administration and the Honor Council include but are not limited to detentions, written apologies, in-school, and out-of-school suspension, and other apologies of action deemed appropriate. All preceding disciplinary actions are available to the Disciplinary Committee. However, the separation of a student or expulsion is reserved for the Disciplinary Committee alone.

Maclay School has classified offenses into categories for the purpose of education and transparency. Any assigned weight to an offense should not be interpreted as if any of the listed offenses are acceptable in our community, only that a minor offense may be more aligned with a lesser apology of action or correction, while a student who has committed a major violation should have an expectation of significant disciplinary action, including, when the facts warrant, expulsion from Maclay School. The following list is a guide and not an exhaustive list of all items the school may address.

GUIDELINES FOR IN SCHOOL BEHAVIOR

Failure to comply with these guidelines will result in disciplinary action and can result in Social Probation. Students are responsible for their own self-discipline at all times. Any offense against the Honor Code, Statement of Community, and Statement of Belonging 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 disciplinary action.

- Courteous and respectful behavior must be shown toward peers, administration, faculty, staff, interns, aides, and visitors at all times.
- Students must respect school property and the property of others and never touch or borrow others' property without permission.

- Students are expected to follow the school's guidelines and expectations at all times including all school-sponsored events.
- Students should never use derogatory language.
- Racist, sexist, and bigoted language and/or actions will NOT be tolerated.
- There will be no fighting, no verbal or physical bullying, no name-calling, cyber-bullying, or intimidation.
- No gum chewing is allowed on campus.
- No hats or any head wearing of any kind (unless it is for religious reasons) will be worn during the school day.
- All books and book bags must be stored in lockers and/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.
- All athletic equipment, gear, and/or musical instruments are to be stored on the appropriate shelves in the Middle School.
- There will be no spitting or littering on campus. Students are expected to pick up litter they see on campus.
- 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 receiving no credit on the assignment and a lower conduct grade. Suspension or referral to the Honor Council may follow, especially for a repeat offense.
- 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.
- Skateboards, bicycles, and scooters are not allowed to be used in school during the school day unless a faculty member gives specific permission.
- All electronic devices (besides laptop computers) 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.
- Students are allowed to bring their cell phones to school but are not allowed to use them and are not allowed to have them on their person or in the classroom between 8:00 AM and 3:00 PM. If a student is found using a personal electronic device for any other reason, it will be confiscated.
 - The first offense merits a verbal warning and the personal electronic device will be taken by the teacher.
 - If there is a second offense, the student's parent will be informed and the personal electronic device will be held in the office until the end of the school day.
 - If there is a third offense, the student will receive a detention and lose the privilege to bring their device for one week. In the case of a third offense, the parent must come in person to retrieve the student's personal electronic device.

- Students must keep their cell phones and Smartwatches in their lockers or backpacks during the day. Students may not use their electronic devices 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.
- 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.
- Violation of the Honorable Use of Technology/Digital Citizenship Pledge, which the student must sign, is an Honor Code violation.
- No student may sell anything for personal profit; items for a Maclay School club may be sold with pre-approval.

GUIDELINES FOR OUT OF SCHOOL BEHAVIOR

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, possession, or sale of alcohol, tobacco, 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

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 School 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, illegal drugs, or tobacco products 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 School-sponsored function, will be expected to abstain from the use of alcohol or illegal drugs during the time in which they have the responsibility for Maclay School students.

Violation of any of these policies will result in disciplinary action including 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 Student Health Center as listed on the Student Health and Information Update form. The parent must deliver the medicine to the Student Health Center, along with a signed "Permission to Administer Medications at School" form, found on the Student Health Center website, and the student shall only take said medicine under the supervision of the Student Health Center staff.

MINOR INCIDENTS

Email notifications will be given by individual teachers for any student who breaks classroom/school community rules. Repeated behaviors after notifications have been provided will result in a detention.

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 is determined by the seriousness of the offense and based on any past record. Detention slips should be signed by the parents and returned to the Middle School Office the next school day. Failure to do so may result in further consequences. 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. Destroying property will result in parental compensation as determined by the Administration.

Three after-school detentions during the school year will result in the involvement of the Behavioral Review Board. Repeated detentions will result in Social Probation.

BEHAVIORAL REVIEW BOARD

The Behavioral Review Board is chaired by a Division Dean as a non-voting member. The composition of the committee includes: one rotating department or grade level chair, one faculty member, and a learning specialist from a different division than the student.

The purpose of this committee is to review probable cause and determine whether the behavior should result in a referral to the Honor Council, the Disciplinary Committee or if is a minor issue that can be managed by Division Administration.

HONOR COUNCIL

A subset of infractions requiring action by the school are those dealing with the Honor Code. These will be adjudicated by the Honor Council unless it is determined by the Honor Council the offense (s) should be considered by the Disciplinary Committee. The Honor Council will consider offenses of:

- Lying
- Cheating
- Theft

Issues related to violations of the Honor Code in Middle School will be managed by division administration or referred to Disciplinary Committee.

DISCIPLINARY COMMITTEE

The following listed categories are considered major violations and will be referred to the Disciplinary Committee:

- Any harassing language, behavior, or discrimination based on race, sex, ethnicity, religion, or sexual orientation
- Willful and severe damage to property on campus or at a school related event
- Bullying as defined by the repeated targeting or harassment of another person
- Possession of a controlled substance including illegal drug paraphernalia
- Possession of a firearm or instrument designed to harm others on campus

The Disciplinary Committee is chaired by the Division Director as a non-voting member. The composition of the committee includes the Division Directors, a member of the School Counseling Team, a faculty member, and a Division Dean.

Possible actions or penalties from the Disciplinary Committee include:

- Apology of Action
- Detentions
- Written apologies
- In-School and out-of-school suspension
- Separation of a student
- Expulsion, dismissal, or contract non-renewal

DISCIPLINARY APPEALS COMMITTEE

The Disciplinary Appeals Committee is chaired by the Head of School or Assistant Head of School as a non-voting member. The composition of the committee includes: Director of Admissions and Enrollment, Director of Student Support Services, Chief Financial Officer. Appeals can be submitted to the Head of School within seven days of the Disciplinary Committee decision. Appeals are limited to issues related to due process. Process is reviewed by the Appeals Committee and the decisions is upheld or repealed.

SUSPENSION

A student on suspension may be excluded from classes at the discretion of the Maclay Middle School Director and/or Dean. For all suspensions, academic work should 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 will not take part in school and/or sports 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 offenses, and the Disciplinary Committee may be convened:

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

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

PROBATION

Probation is a period-of-time 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.

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, three or more after school detentions earned during the school year, violation(s) of the Statement of Community, etc.) to the administration, the Dean, 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. On a continual basis, to be determined by the Dean, the student will be evaluated by their teachers and the Dean on issues such as accountability, respect, honorability, and conduct. The length of Social Probation will be determined by the Dean in consultation with the Middle School Director. Social Probation will 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, 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, Statement of Community, and Statement of Belonging, may be sent before the Review Board (please see this section above) and/or have their 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.

EXPULSION

Repeated suspensions 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 the student was initially automatically suspended.

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, the school will post updates on the website, send an email, text alert, and/or post to social media outlets. Parent cell numbers that are in the school database FACTS will receive the text alert.

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:

- 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” can be given only by the Head of School.

STUDENT HEALTH CENTER

The Maclay School Student Health Center is located in the center of campus as you enter the Upper School quad. It is staffed by a Registered Nurse and a part-time assistant. The Student Health Center is open during school hours to provide care for students with chronic medical conditions and those who become ill and/or injured during the school day. Parents and guardians must ensure that the Student Health Center has current student medical information as well as current and accurate information for emergency contacts. A Student Health and Information form must be updated annually. This form can be found on FACTS. Please include medical diagnoses, daily medications, and any health issues which might affect your child during the school day. Please notify the Middle School Director and the School Nurse of any changes to your child's health status during the school year. It is imperative that the Student Health Center receives communication when your child is ill, receives a new diagnosis, and/or medical treatment plan in order to facilitate prompt and appropriate response to any situation requiring skilled attention during the school day. Please be advised that the annual Student Health and Information form must be completed in order for students to be eligible to participate in off-campus activities and field trips.

COMMUNICATION

The Student Health Center must have current and accurate phone numbers of at least one guardian, in addition to at least two other persons listed as emergency contacts who are authorized to pick up and care for the student in case of emergency. A guardian will be contacted if a student registers a temperature over 100.0 degrees, vomits, or if there is any indication that a student should be sent home or seek medical attention. In case of an emergency, the RN and/or staff member will call #911/Emergency Personnel in addition to contacting the student's emergency contacts on file. Parents and guardians may contact the Student Health Center directly at 850-893-5030 and by email at HealthCenter@maclay.org

IMMUNIZATIONS

All new students, entering Maclay for the first time, must have proof of a current physical examination including up-to-date immunizations. 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 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. 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.

MEDICATIONS

All medications, including prescription and over the counter medications, **must be taken in the Student Health Center** under the supervision of a designated staff member. The Student Health Center provides storage and safe handling of medications, and it is imperative for campus safety that medications be managed through the Health Center. All medications should be stored in the original labeled container. Prescription medications must be accompanied by the corresponding Rx order. Guardians will be asked to complete a Permission to Administer Medication at School form. Medications that are to be administered during school hours must be stored in the Student Health Center. The exception to this rule is for life-saving medications such as asthma inhalers, Epi-Pens, and diabetic medications. In addition to a Permission to Administer Medication at School form, diagnoses requiring self-carry medications require a specific Action Plan of Care. Samples of student-specific Action Plan of Care forms are available in the Student Health Center, or the guardian may provide a 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 Student Health Center.

SICK DAY POLICY

Children should be monitored for illness and kept home if they are showing symptoms for the common cold, flu, or COVID which can include fever/chills, acute cough, fatigue, body aches, headache, sore throat, congestion/runny nose, nausea/vomiting, diarrhea, or new loss of taste/smell. Students, faculty, and staff who are ill may return to school once symptoms are improving, vomiting and/or diarrhea has been resolved for at least 24 hours, and fever has been resolved for at least 24 hours (without taking fever-reducing medications like Tylenol or Motrin). If your child is flu positive or is being treated for the flu, please keep your child at home until they are feeling better, and fever has been resolved for at least 24 hours without the use of fever-reducing medications. If your child tests positive for COVID, please keep your child at home for at least five days – students may return once symptoms are improving and are fever free for at least 24 hours without fever-reducing medications. Please contact your child's pediatrician regarding return to school if symptoms of flu or COVID persist greater than five days.

OTHER DEFINITIONS AND RETURN TO SCHOOL GUIDELINES

- Fever \geq 100.0 F degrees. To return to school individuals must be fever-free for 24-hours without the use of anti-fever medications such as Acetaminophen (Tylenol) or Ibuprofen (Advil or Motrin). For more information on fevers, visit <https://kidshealth.org/en/parents/fever.html>

- **Vomiting or Diarrhea**- Individual may return after 24-hours since last episode. If stool contains blood or mucous, student may return after a minimum of 24-hours of last episode AND once cleared by their healthcare provider.
 - **Flu**- Individuals with suspected or confirmed flu should stay home at least 4-5 days after the onset of symptoms. Persons with the flu are most contagious during the first 3-days of their illness.
 - **Undiagnosed, new, or untreated rash or skin condition**- (i.e., generalized hives, wounds with purulent drainage). Return when resolved or 24-hours on treatment plan.
 - **Strep Throat**- May return 24-hours after treatment has been initiated and has been without fever for 24-hours. <https://www.cdc.gov/groupastrep/diseases-public/strep-throat.html>
 - **Conjunctivitis (Pink Eye)**- White or yellow eye discharge, matted eyelids, and redness of eyelids or skin surrounding the eye. Students may return 24-hours after treatment has been initiated, when eyes are clear, or with physician permission. <https://www.cdc.gov/conjunctivitis/>
 - **Pain**- If your child has a mild ache or pain, but otherwise feels okay, attending school is appropriate. A complaint of pain is always something to monitor and consider consultation with a healthcare provider.
 - **Chickenpox**- Chickenpox is a highly contagious disease caused by the varicella-zoster virus and can be serious, even life-threatening. It can cause an itchy, blister-like rash. Individuals must stay home until all lesions have dried and crusted, and no new lesions have appeared for 24-hours. A minimum of a week out of school is required. <https://www.cdc.gov/chickenpox/>
 - **Green, Brown, or Bloody Sinus Drainage**- Individuals need to stay home until resolved, especially when the child is unable to keep their nose wiped clean and their hands washed. Consult a healthcare provider for treatment recommendations.
 - **Impetigo**- A bacterial infection of the skin. Impetigo starts as a red, itchy sore. As it heals, a crusty, yellow or “honey-colored” scab forms over the sore. Individuals can return 24-hours after initiation of antibiotic treatment.
 - **Hand, Foot, and Mouth Disease**- Symptoms of hand, foot, and mouth disease usually include fever, mouth sores, and skin rash. The rash is commonly found on the hands and feet. It is common in children under 5 years old, but anyone can get it. The illness is usually not serious, but it is very contagious. There is no specific medical treatment and will usually go away in 7-10 days. Good hand hygiene and disinfecting surfaces is recommended.
 - **Head Lice**- Head lice are not known to transmit any disease and therefore are not considered a health hazard. It is the position of the National Association of School Nurses (NASN) that the management of head lice in the school setting should not disrupt the educational process. <https://www.nasn.org/advocacy/professionalpractice-documents/position-statements/ps-head-lice>
- For Tips for management of Lice can be found at the following links-
<https://kidshealth.org/en/parents/head-lice.html> and
<https://www.cdc.gov/parasites/lice/head/treatment.html>
- **Ringworm**- Ringworm is a common skin infection that is caused by a fungus. It can cause a circular rash that is usually red and itchy. Individuals with ringworm can return once treatment has been initiated. Areas should be covered with a band aid and these persons shouldn't share personal items with other people.

**Specific care plans based on diagnosis will be made on a case-by-case basis with the Student Health Center to guide when students and faculty can safely return to school. Please remember to stay home when ill and practice hand hygiene often. 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, COVID, or any serious contagious illness, please notify both the main office and The Student Health Center at HealthCenter@maclay.org or 850-893-5030*

CO-CURRICULAR ACTIVITIES

Middle School students have the opportunity to participate in extra-curricular activities – Middle School Clubs and Sports. Please contact the Middle School Dean and the Director of Athletics for further information.

ATHLETICS

In addition to a well-rounded Physical Education program, Maclay School offers all students the opportunity for team participation and interscholastic sports competition. Maclay Middle School Athletics enhances the growth, development and enjoyment of all middle school students who participate in a sports experience. Participation in sports is an essential part of the total educational process of adolescents. Maclay Middle School Athletics follows education-based practices by:

MIDDLE SCHOOL ATHLETIC POLICIES WILL:

1. promote maximal student participation.
2. minimally impact academic programs by having maximum season lengths
3. limit lengthy practice times
4. minimally impact academic programs
5. be designed to appeal to a variety of student participants

Education Based Athletics

...is a privilege

...should be fun

Educational Goals of Athletic Participation

Learn Teamwork Learn to be Successful

Learn to be a Good Sport Learn to enjoy athletics Learn to set goals

Learn desirable health habits

ELIGIBILITY FOR ATHLETICS

Each Student/Athlete must have the following information on file through the www.athleticclearance.com web platform before they 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 School Athletics.

Student athletes must maintain a minimum grade point average established by the Florida High School Activities Association (FHSAA). 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 bat-persons. 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.

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 two periods to be able to participate in sports (practice or game) on that day. Exceptions are made for out-of-town competitions and day long competitions. See Absences section of the handbook.

TRYOUTS/CUTS

There are open tryouts for all Middle School sports. Anyone interested in participating in these sports is encouraged to tryout. Every effort will be made to find a team for all Middle School student-athletes looking to participate in a sport. Because of limited facilities, limited opponents and/or limited budgets, there may be a need for cuts. Any student-athletes cut from a team will be notified by the Middle School Coach. Student-athletes will be encouraged to work on the skills in which they need improvement and will be encouraged to try out for the team again the following year.

POLICIES ON LEAVNG 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.

FIFTH GRADE PARTICIPATION

Middle School athletics is limited to Sixth, Seventh, and Eighth Grade students. Exceptions to the policy will be made in the event additional players are needed to field a team. A Fifth Grade student can participate in Middle School athletics with the consent of the following school administrators: Athletic Director, LS Division Head, MS Division Head, and Head of School.

MULTI-SPORT PARTICIPATION

Because missed practices and games diminish the success of any team, participation in two sports in the same season is not allowed. Participation in a sport as a primary commitment and a club such as Sideline Cheer, Lacrosse, or Marauder Dance Company as a secondary commitment is possible with the approval of both Head Coaches and the MS Athletic Director. In case of overlapping seasons, student-athletes must stay committed to the first team until that season concludes.

DRESS

Student-athletes are expected to follow the dress code of Maclay School. This includes being in dress code on school days that include an early dismissal for travel and on home game days. See the Dress Code section for more information on Maclay Schools dress code. Variation from the school dress code requires the approval of the MS Division Director.

TRAVEL

Dismissal times for student-athletes are set by the Athletic Department and Head Coaches for each sport. Dismissal times will be added to each team's game schedule. Parents are responsible for transportation to away games within Leon County. If available, a bus will be provided for away games outside of Leon County.

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 Middle School Dean and Guidance.

NON-SCHOOL-SPONSORED TRIPS

From time to time, Maclay School 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 School 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.

MACLAY MIDDLE SCHOOL CURRICULUM

2023-2024 – Middle School Courses

CORE ACADEMIC COURSES

Language Arts

6th Grade Math, Introduction to Pre-Algebra, Pre-Algebra, Algebra I, Geometry

Earth/Space Science, Physical Science, Life Science, Advanced Honors Biology

World Geography, Civics, American History

Introductory Spanish, Spanish I A & I B Introductory French, French I A & I B Introductory Latin, Latin I A & I B

Physical Education

H.O.P.E. (HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION) - Upper School Credit –
Course for 8th Graders

Launch Wheel (6th grade courses)

B.L.U.E. CLASSES/ENRICHMENT COURSES

INTRODUCTION TO PERFORMING ARTS (6th grade) – Theatre, Chorus, Exploratory Band, Music
Production

FINE ARTS

Theatre Arts

Advanced Theatre

Musical Theatre

Vocal Ensemble – GLEE

Dance Technique

Music Appreciation

Music Appreciation with Band Component

Middle School Band (Level 1)

Middle School Band (Level 2)

Middle School Orchestra (Level 1)

Middle School Orchestra (Level 2)

Modern Music Production (Level 1)

Modern Music Production (Level 2)

Exploring Through Studio Arts

Urban And Contemporary Art

Studio Art Immersion Into 3-D Art and Ceramics

Folk, Outsider, And Found Object Art

STEM

Robotics

Computer Science Discoveries

Advanced/Competitive Robotics

Student Astronaut Challenge + STEM

HUMANITIES

Mythology

Logic & Debate

MACLAY MIDDLE SCHOOL CURRICULUM COMPONENTS 2023-2024 – Sixth Grade

Language Arts

Mathematics (6th Grade Math, Introduction to Pre-Algebra)

Earth/Space Science

Social Studies (World Geography)

World Languages: French, Latin, Spanish

*MAP offered as needed

Physical Education

Launch Wheel: Computer Science, Wellness, Visual Arts, Expressions – courses rotate throughout the school year

Reading Workshop & Math Connections (intervention & enrichment based on an as needed basis)

Performing Arts

Advisory

2023-2024 – Seventh Grade

Language Arts

Mathematics (Pre-Algebra, Algebra 1)

Physical Science

Social Studies (Civics)

World Languages: French, Latin, Spanish

*MAP offered as needed

Physical Education

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

Discovery Program – STEM/Humanities

Advisory

2023-2024 - Eighth Grade

Language Arts

Mathematics (Algebra I, Geometry)

Life Science

Advanced Honors Biology (prerequisites apply)

Social Studies (American History)

World Languages: French, Latin, Spanish

*MAP offered as needed

H.O.P.E. (Health Opportunities through Physical Education)

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

Discovery Program – STEM/Humanities

Advisory

MACLAY MIDDLE SCHOOL COURSE DESCRIPTIONS 2023 – 2024

LANGUAGE ARTS

SIXTH GRADE LANGUAGE ARTS

Sixth Grade Language Arts combines the study of literature, vocabulary, grammar, and composition through a reading and writing workshop model. Over the course of the year, students will read self-selected, independent reading books as well as book club books in different genres and text types. The course emphasizes the interaction between readers and text. Students will learn to make connections with prior knowledge and previously read texts and ask questions to clarify comprehension. We will study short stories and novels together in class and engage in projects to develop and demonstrate a deeper understanding of reading and writing skills.

SEVENTH GRADE LANGUAGE ARTS

Seventh Grade Language Arts combines the study of vocabulary, literature, grammar, and composition using a reading and writing workshop model. Over the course of the year, students will read and discuss self-selected and book club novels as well as a variety of short stories and informational texts. This class will focus on the development of critical thinking through literature discussions, reading responses and analysis, creative expression, and oral presentations, as well as research projects. 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 uses a reading and writing workshop model to balance 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 they interact daily with complex texts. In addition to a variety of short stories and poems, students will read and discuss various novels.

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, sometimes at home with

family members, and/or independently. Estimation skills are taught and encouraged. Mathematical concepts and skills are connected to their uses in science, business, and everyday life. This course uses the 6th Grade Eureka Squared Curriculum.

INTRODUCTION TO PRE-ALGEBRA

Introduction to Pre-Algebra is an accelerated mathematics course for sixth grade students who thrive in a fast-paced environment dedicated to the pursuit of mathematical study. Students in this course should expect to not only cover the 6th grade mathematical concepts listed above, but also 7th grade topics in preparation for further Pre-Algebra or Algebra study. An emphasis is placed on problem solving and on deepening the level of understanding of math concepts and mathematical thinking. This course uses both the 6th and 7th Grade Eureka Squared Curriculum.

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 real-world word problems, and use area, volume, and perimeter formulas, ratios, proportions, percentages, probability, and statistics. Students also learn to simplify algebraic expressions and numerical expressions. This course uses the 7th Grade Eureka Squared Curriculum.

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 averaged into their Upper School GPA and appear on their transcript.

SCIENCE

SIXTH GRADE EARTH and SPACE SCIENCE

Sixth grade Earth and Space Science Sciences seeks to further our understanding of the dynamic Earth and our vast solar system. The scope extends from the center of Earth to the

far reaches of the solar system. Students develop understanding of a wide range of topics in Earth and Space sciences that build on science concepts from elementary school through more advanced content, practice, and crosscutting themes. There are six main topics: (1) Space Systems, (2) History of Earth, (3) Earth's Interior Systems, (4) Earth's Surface Systems, (5) Weather and Climate, and (6) Human Impacts. Geoscience literacy principles are presented with an emphasis on an Earth systems science approach. Earth's resources, hazards, environmental impacts are highlighted. Related connections to engineering and technology enhance the course. Lab activities cut across traditional disciplines of physics, chemistry, biology, geology, and mathematics.

SEVENTH GRADE PHYSICAL SCIENCE

Physical science provides students with the opportunity to construct scientific knowledge through the use of hands-on, minds-on activities in foundational physics and chemistry. 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 in 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.

EIGHTH GRADE LIFE SCIENCE

Science in eighth 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. Students will continue to develop laboratory science skills and problem-solving skills that will enhance their Upper School experience.

ADVANCED HONORS BIOLOGY (Prerequisites apply)

Advanced Honors Biology is a rigorous high-school level course that is intended for students who plan on enrolling in Advanced Placement Biology in the Upper School. This course will use text and materials that follow the Advanced Placement curriculum. Topics will include cell biology, plant structure and function, the structure and function of living organisms, taxonomy of the animal kingdoms, and ecology. Students will learn through hands-on activities, critical thinking tasks, and application-based scenarios.

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

INTRODUCTION TO SPANISH

The Introduction to Spanish is a 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. Students who have completed this course will go onto Spanish 1A or Spanish 1B with faculty approval.

SPANISH (LEVEL 1A)

Pre-requisites are the completion of Introduction to Spanish, or faculty approval. The Spanish Level 1A 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.

SPANISH (LEVEL 1B)

The Spanish Level 1B is sequential to the Spanish Level 1A course and covers the same material that is taught in the second semester of Spanish I in the high school. Students who successfully complete Spanish I 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, the composition is emphasized much more at the Spanish level 1B 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.

INTRODUCTION TO FRENCH

The Introduction to French is an 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. Students who have completed this course will go onto French 1A or French 1B with faculty approval.

FRENCH (LEVEL 1A)

Pre-requisites are the completion of Introduction to French, or faculty approval. This French course is the equivalent to the first semester of a high school French 1 course. The French Level 1A course builds on what students have learned in Introduction to French. 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, students 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.

FRENCH (LEVEL 1B)

This course is a continuation of the material that was seen during French Level 1A. Students 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.

INTRODUCTION TO LATIN

This course is designed to introduce students to the basics of Latin vocabulary and grammar, and ancient Roman culture. It is designed to help students build their English grammar alongside of Latin grammar. Studying Latin gives students a better understanding of how languages develop and has been shown to improve English vocabulary and grammar skills. Introduction to Latin will cover the same grammar as Latin 1a but will not go as in-depth. Students who have completed this course will go onto Latin 1A or Latin 1B with faculty approval.

LATIN (LATIN IA)

Pre-requisites are the completion of Introduction to Latin, or faculty approval. 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.

LATIN (LATIN IB)

This course is a continuation of the material begun in Latin 1A and covers the material taught in the second semester of Latin I in high school. Pre-requisites are the completion of Latin 1A, or faculty approval. 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

6TH AND 7TH GRADE P.E.

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 (No DUDES and no CROCS). 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.

H.O.P.E. (HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION) – Upper School Credit for 8th Graders

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time will be spent in physical activity. Other course topics include: Mental/Social Health, Nutrition & Wellness Planning, Diseases & Disorders, and Health Advocacy. Each student must wear the Physical Education uniform and wear it properly.

Students must wear sneakers that have either laces or Velcro (No DUDES and no CROCS). 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.

LAUNCH WHEEL

Our Launch courses are designed for our sixth-grade students in order for them to learn and strengthen the skills that are necessary for success in Middle School. Students will rotate among all Launch courses throughout the school year.

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.

SIXTH GRADE WELLNESS

Our Wellness course is taught by our Middle School Counselor. Students will learn about the importance of understanding their body and mind, and how to navigate through new middle school experiences. From stress management and sleep to overall wellbeing, we will explore personal health, health related attitudes and beliefs, and individual health behaviors.

LAUNCHING INTO VISUAL ARTS

This class is a basic 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. While learning about the elements and principles of design, students will develop their drawing, painting, sculpting, and printmaking skills. A variety of famous artists and their styles throughout history will be studied.

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.

READING WORKSHOP

Reading Workshop is a sixth-grade course that aligns with our Language Arts course in that it focuses on building reading comprehension and fluency skills. Over the course of the year, students will be selected as needed to increase reading tasks, build comprehension strategies 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.

MATH 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 skills and assist with building math confidence.

INTRODUCTION TO PERFORMING ARTS

Our Introduction to Performing Arts is designed for our sixth-grade students to explore the various Performing Arts – Theatre, Chorus, Exploratory Band, and Music Production. Students will rotate among the Performing Arts courses every nine weeks throughout the school year.

INTRODUCTION TO THEATRE ARTS

This introductory theatre arts class provides students opportunities to explore and learn basic theatre skills. This class focuses on improving self-esteem, communication skills, ensemble building, and concentration using improvisation, pantomime, movement, vocalization, and theater games. Students learn basic techniques of acting through a series of acting exercises and simple presentations.

CHORUS

Students will be introduced to and develop the skills, principles, and theories of chorus. In this class we will learn voice production fundamentals: correct posture, use and control of breath, placement and development of tone, diction (vowels and consonants), and vocal expression. A variety of popular musical styles including musical theater excerpts will be studied and performed.

EXPLORATORY BAND

Exploratory Band is for our students who have limited or no experience playing a band instrument. Students will be given an opportunity to learn to play a band instrument, and experience performing in a group setting. Instruments and music will be provided for this 9-week course.

MUSIC PRODUCTION

Students will learn basic music theory and chord functions. Then we will explore current popular music genres while learning about the technology used to create them. Students will learn basic introductory levels on instruments such as piano and guitar, and how to use those instruments to create melodies or Harmonic structures. Students will dive into software used by professional audio engineers and producers and learn to record, edit, and export projects in a Digital Audio Workstation. With knowledge acquired in class, students will be encouraged to collaborate with others to write, edit, and produce musical projects.

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

FINE ARTS

EXPLORING THROUGH STUDIO ARTS

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.

URBAN AND CONTEMPORARY ART

The course is a deep dive into the history of Urban and Contemporary Art. Given its “art of today” definition, you may be surprised to hear that contemporary art has a relatively long history. We will trace its evolution, by looking at the major movements and important artists that compose its history. Themed units in this class will explore Pop Art, Photorealism, Conceptualism, Minimalism, Performance Art, Installation Art, Earth Art and Street Art. This class will broaden their appreciation and understanding of the visual arts. *Some units may require a digital camera, cell phone, or iPad

STUDIO ART IMMERSION INTO 3-D ART AND CERAMICS

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.

FOLK, OUTSIDER, AND FOUND OBJECT ART

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.

THEATRE ARTS

This course provides an avenue for artistic expression through the elements of drama and conventions of theatre. Students will work effectively in a group, improving their self-esteem and enhancing communication skills as they continue to build an ensemble. This course provides a learning experience for which student actors will explore imagination through pantomime, movement, improvisation, storytelling, character development, monologues, and scene performances. In addition to theater-specific skills and knowledge, students will expand their knowledge of theatre history. Through in-class performances, individual / group presentations 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.

ADVANCED THEATRE

This advanced course provides a natural progression into further studies in Theatre. Students will continue to strengthen their acting skills in a variety of theatrical experiences. This course provides opportunities for talented students to fully develop their artistic abilities, instilling in each student a working knowledge of the theatre arts and a greater appreciation for all theatre, including performing, design, stagecraft, theatre history, dramatic theory, and directing. Emphasis is placed on the development of self-discipline, group participation, research and writing, and time management skills.

MUSICAL THEATRE

In this course students will be able to explore storytelling through song. The majority of the course involves creating, rehearsing, and performing musical numbers. Students perform solos, duets, trios, and ensemble numbers, and direct and choreograph for their classmates. A portion of the course develops musical theatre appreciation as students learn about Broadway history and tradition while watching performances from different musical theatre genres and composers. Students enrolling in Musical Theatre should feel comfortable performing onstage, which is a required component of the class.

VOCAL ENSEMBLE - GLEE

This course will touch on voice production fundamentals: correct posture, use and control of breath, placement and development of tone, diction (vowels and consonants), and vocal expression. A variety of popular musical styles including musical theater excerpts will be studied and performed. May include special lectures by faculty and guest artists.

DANCE TECHNIQUE

This course will introduce the students to the basic elements of dance performance. This is a course intended for students interested in obtaining, and expanding upon, the fundamentals skills necessary to perform a variety of dance techniques including: ballet, hip-hop, jazz, contemporary, lyrical, among others. The course will involve significant physical study with additional work including viewing filmed or live works, discussion, performance, lecture, and a few writing projects sprinkled in.

MUSIC APPRECIATION

Music Appreciation is a course where students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture. Throughout the course, students apply their understanding through music composition and focus on music's various purposes and functions, tracking these categories through historical transformations.

MUSIC APPRECIATION WITH BAND COMPONENT

Music Appreciation is a course where students will explore music's various functionalities in order to gain a deeper understanding and appreciation for all types of music. This course will be experiential, with students developing an understanding of musical concepts by learning to play a band instrument. Instruments will be provided.

MIDDLE SCHOOL BAND (LEVEL 1)

Middle School Band (Level 1) is a full year course for students in grades 7 and 8 who are beginners or who have limited experience playing 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. Band students are expected to provide their own instruments, which are easily available for rental or purchase from local music stores.

MIDDLE SCHOOL CONCERT BAND (LEVEL 2)

The Middle School Band (Level 2) is a full year course for students who have completed Middle School Band (Level 1) or for those who can demonstrate a readiness for a more advanced band, as determined by the band director. This class will be combined with our Upper School Band. 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 STRINGS (LEVEL I)

- ❖ Offered: One Semester, Offered Both semesters
- ❖ This course is open to beginning and returning violin, viola, cello, and bass players with one year or less of experience. In MS Strings I we will establish all the strings fundamentals: correct playing position and bow hold, music literacy, ensemble skills, and home practice

techniques. Through daily exercises, games, and performance of a variety of musical styles, we will learn to play beautifully and confidently. Students will have the opportunity to perform together throughout the year at school concerts. MS Strings I is a fantastic steppingstone to future participation in Concert Orchestra.

MIDDLE SCHOOL STRINGS/CONCERT ORCHESTRA (LEVEL 2)

- ❖ Offered: One Semester, Offered Both semesters, May be repeated
- ❖ This course is open to string instrument players with at least two years of orchestra experience/private instruction. Placement in Concert Orchestra is by audition and at the discretion of the director. The Concert Orchestra is one of the advanced performing ensembles at the Maclay School and focuses on taking strings musicians to their next level. Daily technique drills and a broad variety of musical styles will be used to further advance all aspects of musicianship. Students will perform regularly in school concerts as well as in outreach events for the Tallahassee community. The Maclay Concert Orchestra will have the opportunity to compete in district and state MPA while individuals will be encouraged to audition and participate in district, all-state, and summer orchestra festivals.

MODERN MUSIC PRODUCTION LEVEL 1

In this course, we will examine the many facets of creating music in a modern setting. Students will learn basic music theory and chord functions. Then we will explore current popular music genres while learning about the technology used to create them. Students will learn basic introductory levels on instruments such as piano and guitar, and how to use those instruments to create melodies or Harmonic structures. Students will dive into software used by professional audio engineers and producers and learn to record, edit, and export projects in a Digital Audio Workstation. With knowledge acquired in class, students will be encouraged to collaborate with others to write, edit, and produce musical projects.

MODERN MUSIC PRODUCTION LEVEL 2

In this course, students will continue working in Ableton Live Intro to further their development as fledging music-makers and producers. Enrollees will learn fundamental compositional techniques used in digital music making as well as intermediate-level popular music theory. Students will extend their knowledge of musical layers and form learned in level 1 to compose full sections of completely original music. The semester will culminate with students writing and producing their own original song.

STEM

ROBOTICS

The course will cover principles of robot design, engineering, troubleshooting, robotic sensors, and computer programming using the Lego Mindstorms Education software. Both a mathematical and an experimental approach are used in solving designed (and sometimes unexpected) problems and challenges. This class will be an open lab environment with hands-on learning, experimentation, and collaboration of ideas. Students will design,

build, program, and troubleshoot their robots, utilizing them in a series of project-based activities and competitions – including elements from the FIRST LEGO LEAGUE Challenges, and a Robo Sumo battle competition/tournament where the creative design component really comes into play.

COMPUTER SCIENCE DISCOVERIES

This is an introductory computer science course with a focus on problem-solving, critical/computational thinking, creative design, and collaboration. The curriculum covers fundamental concepts of Programming, Physical Computing, HTML/CSS, Apps, Animations, and Game creation. Students explore topics of their choosing for a final semester project.

ADVANCED/COMPETITIVE ROBOTICS

This course is focused on preparing students for a variety of Robotic/STEM competitions including the FIRST LEGO LEAGUE Challenge, VEX Robotics Challenge, as well as other competitions or activities that students would like to participate in. Students will work with a variety of Robots and materials including Lego Mindstorms EV3 Robots, Lego Spike Prime Robots, and Vex Robots. Participating in the competitions is not mandatory to take the course (though it is recommended). The curriculum will be primarily focused on preparing and practicing for the challenges, so priority will be given to students that express the desire to be on the Competitive Robotics Team.

STUDENT ASTRONAUT CHALLENGE + STEM

This elective focuses on learning the practical application of Science, Technology, Engineering, and Math. Students will experience real world problem solving and will practice collaboration/teamwork. This elective is for students who may want to compete in the Student Astronaut Challenge at Kennedy Space Center in early February. It is also for any students simply wanting to learn more about STEM. All students will learn to perform the pre-flight operation, launch, orbit and landing of the Space Shuttle Enterprise flight simulator and the operation and responsibilities of the mission control team. Students will learn to calmly deal with in-flight emergencies that must be managed to safely complete their mission. Students will also assist with the lab challenges and contribute to the lab research. Students will prepare for the Design Challenge, which is a physical design challenge to solve a specific space-related issue. Teams will learn real-world presentation skills and present their design, including photographs of their prototype, and will learn the basics of 3D printing and graphic design. The competing team (usually 6 students) will be selected in December – these students will commit to representing the Maclay Middle School Student Astronaut Challenge Team in February at KSC. After the competition in February, all students will explore a variety of topics, including local STEM opportunities in and around Tallahassee and the North Florida community. A variety of stimulating opportunities aimed at promoting science and STEM education, plus field trips and hands-on learning, will enhance this elective.

HUMANITIES

MYTHOLOGY

In this class, students will learn about different categories of myths and about the cultures those myths belong to. We will discuss what factors influence a culture's mythology and read and talk about the myths. This is a hands-on, interactive class designed for students who are learning about mythology for the first time as well as for those who are interested in learning more about the subject.

LOGIC & DEBATE

Have you ever seen a commercial that claims “4 out of 5 doctors recommend our product!”? Did you think to ask what kind of doctors were asked? Did they ask medical doctors? PhD in English? Veterinarians? Without that information, you can't make an informed decision about the claim. Students will learn how to create effective arguments, how to test arguments for validity, and recognize and use persuasion techniques. This a great course for anyone who loves to debate!

DISCOVERY PROGRAM

Our Discovery Program is designed for our seventh and eighth grade students who wish to pursue their passions. The courses in the Discovery program contain a rigorous collection of content designed to allow highly motivated learners to select a path to either discover STEM or discover Humanities further. Throughout the first semester, students will take a deep dive into each course along their chosen path. During the second semester, students will engage in a culminating project of their own design focused on an interest discovered during their coursework. These projects, completed in partnership with community members and Discovery teachers, will give students real world practice in research, written, and spoken expression all while learning more about topics that inspire them. Students will be expected to present in a Spring Symposium toward the end of the school year. This is a year-long program.

The Path to Discover STEM:

ENGINEERING DESIGN

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. 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.

SCIENTIFIC RESEARCH AND DESIGN

This is an exciting class that allows students to explore a science or engineering topic of their choice. Students will design and complete their investigation under the direct supervision of a

teacher. The class will cover the basics of research design, the scientific method, and scientific inquiry.

ENVIRONMENTAL DESIGN

The Environmental Design course will provide students with the skills to understand, analyze, and solve problems with a view toward community planning, physical development, and the design of sustainable environments. Students will learn to confront and celebrate nature as they engage in annotating and analyzing to become critical thinkers.

The Path to Discover Humanities:

COMMUNITY OUTREACH THROUGH ARTS

COTA challenges students to examine their community and its needs, then address those needs through arts initiatives. Students will learn how art promotes communication between cultures, preserves history, changes people's opinions, and how it preserves the feelings of a culture. Students will collaborate to understand how art impacts communities.

COMMUNICATION STUDIES

This course focuses on learning the elements of journalism, public speaking, and interpersonal communication. Students who are interested in developing a podcast or YouTube channel can explore researching, writing, editing, and recording their own informative content. Every student will be responsible for working with a team to brainstorm ideas for stories, research, conduct interviews, write copy, and edit copy.

CREATIVE EXPRESSIONS

This writing enrichment course is designed to provide students with additional instruction and writing experience. Each student is encouraged to try new techniques and experiment with developing a personal voice in writing as they learn to think and read like writers and, in so doing, are exposed to writing as a culture. The course intends to spark students' creative passions.

**Note: Discover Humanities students will write and design the Maclay Middle School Magazine called Maclay in the Middle and produce content for the accompanying website and social media while learning all aspects of journalism and graphic arts.*

MARAUDER ACHIEVEMENT PROGRAM (as needed only)

VIRTUAL LEARNING

Virtual Learning in the middle school will only be available to students on an as needed basis due to extended student illness or documented medical concerns that state the student is not allowed to be on campus. We do not offer an opt-in/opt out model. We will not offer a CVC program.

All Virtual Learning must be approved by Middle School Administration and will be facilitated by the School Counselor.

Parents MUST submit medical documentation to the Middle School office and Clinic for approval. Students who are approved for virtual learning will use a provided TEAMS link to connect with our School Counselor.

SCHOOLGY

Schoology is Maclay's Learning Management System. All Middle School families have a Schoology Account. In Schoology you will find class assignments and other necessary information. Students will use Schoology or at times will use Teams to upload completed assignments. Parents are to not upload assignments for students.

MATERIALS

Families are expected to collect materials from the Middle School office when necessary. Families will be asked to print materials for students. Families must have access to a printer at home for their virtual learners.

AT HOME CLASSROOM

Virtual students will use a laptop computer or desktop computer to access the class(es).

DIGITAL CITIZENSHIP PLEDGE FOR MACLAY MIDDLE SCHOOL MARAUDERS

- During instructional time, my laptop is only used for academics.
- My cell phone and Smartwatch is always in my locker and may not be used until 3:00, unless directed by a teacher to use for an assignment. If I need to call my caregivers, I will use the Middle School office phone.
- When using online information, I will rephrase by putting it into my own words and giving proper credit when I use the written ideas from other sources.
- I will respect myself and my Maclay peers through kind, supportive communication when interacting through technology as I recognize written information cannot be erased.
- I will not post on social media apps during the school day. Outside of school hours, I will not post pictures of Maclay students without their consent. When posting pictures or stories about my Maclay peers, they will be respectful.
- The creation of a social media account on any platform using the name and likeness of Maclay School is prohibited.

Note: Failure to comply with these expectations will result in disciplinary action including potential referral to Honor Council and/or Disciplinary Committee.

Helpful things to keep in mind:

- I will create strong passwords, keep them in a safe place, and only share password information with trusted adults.
- If I see inappropriate or concerning online content from a fellow Maclay student, I will tell a trusted adult.
- I will consider my image when posting on social media apps to ensure that I'm presenting myself as respectful, responsible, and accountable.
- I will consider the credibility of an online source and cross check with multiple sources to help me determine if the information is reliable and accurate.