

Maryvale Middle School Parent Handbook



“In a safe and nurturing environment, Maryvale Middle School is dedicated to providing the opportunities and skills necessary for students to achieve academic success; to become life-long learners of good character; and, to grow in an ever-changing world.”

**Maryvale School System
Board of Education**

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Mrs. Jennifer Pilarski	Board Member

Maryvale Middle School

Peter Frank	Principal
Shelly Phillips	Student Assistance Coordinator
Tricia Winnicki	School Counselor (A-K)
Kelly Shaver	School Counselor (L-Z)
Julia Thomson	School Psychologist
Kelli Cookfair	School Social Worker

Important Phone Numbers

Attendance	631-7425
Health Office	631-7436
Student Services	631-7400 or 631-7413
Social Worker	631-7452
Main Office	631-7425 or 631-7439

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MESSAGE TO PARENTS

Dear Parents,

We are about to begin a new school year. It is our goal to help our students achieve their academic potential. The success of your child depends to a large extent upon the encouragement, cooperation, and help the school receives from you, the parents. Your constant vigilance and interest in your child's school work will pay rich dividends.

- Impress upon your child that school is his/her primary business during the year. Outside interests and activities are to be encouraged but not at the expense of educational programs at school.
- Insist that your child attend school regularly. When illness prevents a child from attending school, the student is responsible for completing work that has been missed. Plan to go on vacation when school is not in session. Removing your child from classes for extended vacation time sends a poor message about the value of education and places unfair expectations on him/her to learn without the benefit of instruction.
- Help your child to find a proper and quiet place to study and work at home. Homework is not always given every day, so it is possible that your child is telling the truth when he/she states that homework was not given that day. However, if you are concerned about the amount of time your child spends on his/her school work at home, please call the counselor.
- At the end of each marking period, examine the report card with care. Notice if there are any failing or near failing grades. Also, be aware that between every ten-week marking period, progress reports are mailed home to parents of students who are doing failing or near failing work. Call your child's counselor and arrange for a conference with teachers if your child is in academic difficulty. Please do not wait until the end of the school year.
- Help your child to begin to understand the world of work by discussing with him/her the various aspects of careers.

- Discuss school life with your child each day. Your interest in his/her personal, social, and academic life is important to your child.
- Come to school and visit as often as the need arises. Don't hesitate to ask for help. We are here to help you if we can. We are determined to give your child the very best that is in us. We won't be satisfied with anything less.
- Cell phones and other electronic devices are not permitted for use during the school day, Phones must be kept in lockers (must be turned off) during the school day. They may be used during passing time with the permission of a teacher.

Offenses for violating this are as follows:

- 1st Offense: Phone is confiscated and returned at the end of the day.
- 2nd Offense: Phone is confiscated, parent is called and the parent or guardian must retrieve the phone in person.
- 3rd Offense: Phone is confiscated, parent is called. The parent has the option to keep the phone in our vault for 5 school days or the student will serve ISS and the phone must be retrieved by the parent.
- Further Offenses: Phone is confiscated, parent is called, the student will serve 3 days of ISS and the parent must retrieve the phone.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

All Maryvale Middle School students have the right to:

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- Expect a school environment that is conducive to learning.
- Be treated respectfully by those in the school community.

All Maryvale Middle School students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
- Be familiar with and abide by all Maryvale Middle School policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class on time and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.
- Respond in a respectful, positive manner to directions and directives given by teachers, administrators and other school personnel.
- Control their emotions and behavior.
- Ask questions when they do not understand.
- Seek help in solving problems that might lead to disciplinary actions.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions.
- Conduct themselves as representatives of Maryvale Middle School when participating in or attending school-sponsored extracurricular events, and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

DISCIPLINE POLICY

Our philosophy of discipline in Maryvale Middle School is that it is an opportunity for the student to learn appropriate behaviors. We use discipline in an instructive way that shows students there are consequences for their choices. Consequences assigned to a student will be progressive, consistent and fair. The Student Code of Conduct categorizes student misbehavior into seven classifications. In summary, behaviors that are disorderly, disruptive of the academic environment, violent, insubordinate, or pose a threat to the health and welfare of any person, are prohibited.

Below are some of the typical middle school offenses, as well as some we see less frequently.

Infractions - In no particular order:

- Tardy to class/school
- Possession/use of cellphone
- Skipped teacher detention/administrative detention
- Classroom disruption
- Smoking (any type of cigarette, vape or e-cig)
- Fighting (pushing, tripping, slapping or any other unwanted/unsafe physical contact)
- Leaving the building without permission
- Insubordination
- Cutting class
- Class removal by a substitute
- Harassment – in person or electronically
- Bullying/Cyberbullying – in person or electronically
- Truancy
- Loitering
- Plagiarizing
- Profanity

Potential Disciplinary Consequences:

- Loss of privileges
- Teacher detention [2:15 – 2:45 p.m.]
- Administrative Detention [2:08-2:45 p.m.]
- Saturday detention [8:00-11:00 a.m.]
- In School Suspension
- Out of School Suspension
- Filing of formal charges
- social suspension and restorative practices

Please refer to the Student Code of Conduct on the District website for more specific information on Prohibited Student Conduct.

DIGNITY FOR ALL STUDENTS

The Maryvale School District and Board of Education are committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver, quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors, is essential to achieving this goal.

To this end, the board reviews and reauthorizes the *Code of Conduct* on an annual basis. The Code of Conduct contains provisions prohibiting discrimination and harassment against

any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe nature that:

1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11 (6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854 (2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973.

DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

When on school property or at a school function, a student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Undergarments shall not be visible and see through garments are not permitted. Tops must meet the waistline of the pants and clothing must be of modest length.

3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of hoods of any kind except for a medical, religious and/or cultural purpose.
5. Not include the wearing of outside jackets, backpacks or blankets in the school building except for entering or leaving the building. An exception to this can be made by the Administrator.
6. Not include the wearing of hazardous jewelry (including but not limited to, spiked jewelry, spiked collars, spiked bracelets and wallet chains).
7. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, or disability.
8. Not promote and/or endorse the use of alcohol, tobacco, marijuana, illegal drugs and/or encourage other illegal, violent or sexual activities.
9. Not include clothing or accessories that are associated with or identifiable as a symbol of a gang or street club.
10. Building administrators reserve the right to modify the dress code in a school year in order to keep current with trends not yet reviewed by the Code of Conduct Sub-Committee. Each building administrator shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.
11. Students who violate the student dress code shall be required to modify their appearance by covering or removing the item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to disciplinary action in accordance with this Code.

CELL PHONES/ELECTRONIC DEVICES

Cell phones and other electronic devices are not permitted for use during the school day, **Phones must be kept in lockers (must be turned off) during the school day.** They may be used during passing time **with the permission of a teacher.**

Offenses for violating this are as follows:

- 1st Offense: Phone is confiscated and returned at the end of the day.

- 2nd Offense: Phone is confiscated, parent is called and the parent or guardian must retrieve the phone in person.
- 3rd Offense: Phone is confiscated, parent is called. The parent has the option to keep the phone in our vault for 5 school days or the student will serve ISS and the phone must be retrieved by the parent.
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ATTENDANCE

Regular attendance is essential to success in school. A student not only misses instruction and class work on the day of absence, but also is not prepared for the next day's instruction and assignments. If you would like to request homework for a missed day, **please call in no later than 9:00 a.m.** Being punctual and maintaining regular attendance is expected of all students.

Absence: Students are to bring a dated, written excuse for every absence, signed by the parent or guardian, upon returning to school. The student's full name should be written on the excuse.

Tardiness: Students arriving late to school must report to the office and be sign. A student must be in homeroom by 7:23 a.m., or he/she will be marked tardy. Before 7:23 a.m. he/she is to report directly to his/her respective homeroom. After three tardies, a student will receive a warning, fourth tardy the principal will contact the parent, fifth tardy a student will have to serve a lunch or after school detention. Beginning the second semester, the student's previous tardies will be cleared and they will start at one again.

Students arriving late to school must sign in with a dated written excuse signed by parent or guardian.

Common legal excuses are:

1. Illness or death in the family.
2. Religious observance.
3. Appearance in court.

4. Doctor or dental appointments. We ask whenever possible, the appointment should be made after school hours or when school is not in session.

Regular attendance when well is essential. Every absence, even part of a school day, interferes with your child's progress.

The school will call your home or work sometime during the day to confirm your child's absence. Upon your child's return to school, after an absence, the state requires a note signed by you with the date and reason for absence.

How To Improve Your Child's Attendance

- Talk to your child about the importance of attending school regularly.
- Avoid scheduling family trips or doctor appointments during school hours.
- Make sure your child stays healthy by eating nutritious food and getting enough sleep and exercise.
- Don't accept excuses for why your child must miss or be late for school.
- Discuss with your child what happened at school each day.
- Support school rules and consequences for skipping class and being tardy.

- Show your support for the importance of education. Give specific examples of how education helps people succeed.
- Lead by example. If children see parents taking time off from work for no real reason, they may expect to be able to do the same thing.

HEALTH SERVICES

Health services are provided to promote and maintain the health of all school children.

Intermediate/Middle School Nurse:

Mrs. Kristen O'Sullivan, RN

Phone 631-7436

FAX # 631-7499

Parental Responsibilities:

- Students returning to school after an acute illness, or communicable disease, or having been absent three days or more, are checked by the school nurse.

- A note from the family physician is required for those students who were absent due to a communicable disease.

Per New York State, as of July 1, 2018 ALL students entering grades Pre K/K, 1, 3, 5, 7, 9 and 11 must provide a grade level physical.

Mandated Immunizations: Public Health Law- article 21, Sec. 2164

If a child is unable to receive any of these vaccines for medical reasons, medical exemption documentation must be provided from the doctor in written note form.
Medical exemption must be re-submitted each school year as per NYS Law.

* Children who are enrolling in grade-less classes should meet the immunization requirements of the grade for which they are age equivalent.

2022-23 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. See footnotes for specific information for **each** vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine adolescent booster (Tdap) ³		Not applicable	1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombinax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) ⁸		Not applicable	Grades 7, 8, 9, 10 and 11: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

Medications Administered in School:

Internal Medications are not given at school unless the following conditions are met:

- Parent must submit a written request to the school nurse.
- Parent must also submit a written request from the physician, which must indicate the frequency and dosage of a prescribed medication.
- Parent is to request a separate container of the labeled medication from the pharmacist so that it may be kept at school or the parent may provide an adequate supply of the medication in the original container. Medication **SHOULD NOT** be sent daily.
- Parent is to bring medication to the Health Office.

School Exclusions

The school nurse may exclude from school any student:

- Undiagnosed skin eruptions on head, face, or body.
- Inflamed condition of the eye or eyes.
- Head lice or nits.
- Temperature of 100 degrees or over
- A child who has vomited while in school.
- Any suspicious oral irritations.

Procedures for Physical Education Medical Exclusions:

Parent/Guardian notes or Nurse's excuse:

- Students are allowed to sit out of daily activity or return to the Nurse's office for assistance.
- Students will be required to make-up the missed class.

Short term Medical excuses 3 consecutive class meetings or less:

- Student will be required to make-up this work to receive full credit. Method of make-up will be either physical activity or written work dependent upon the reason for the short term medical excuse.
- Following the restrictions of modifications prescribe by the physician the student may participate in class.

Long term Medical excuses in excess of 4 consecutive class meetings:

- Students will be given written assignments to satisfy the requirements for the class.
- Work will be required to be completed in a timely fashion for grading purposes.

STUDENT SERVICES CENTER

The district provides guidance and counseling services to every pupil as a unique person of inherent worth. Counselors help students learn about themselves, their interests, values and abilities and they provide students with opportunities to obtain career and educational information, explore alternatives, reach decisions and to carry out plans of action. In addition, counselors assist parents and teachers as they work with students.

Students are assigned to counselors in 6th grade according to the first letter of their last name. Students will usually keep the same counselor throughout middle school.

A-K:	Mrs. Tricia Winnicki
L-Z:	Mrs. Kelly Shaver
School Psychologist	Mrs. Julia Thomson
School Social Worker	Mrs. Kelly Cookfair

School counselors provide:

- A friendly, non-judgmental atmosphere where students can seek assistance dealing with personal questions or concerns.
- Opportunities for students to examine interests, values, aptitudes and abilities and the relationship of those areas to career and high school planning.
- Opportunities for students experiencing academic difficulties to discuss ways to improve their grades.
- Assistance to eighth grade students in program planning and the selection of high school courses.
- Opportunities for students, parents and teachers to share concerns and information regarding the academic or personal progress of the student.
- Information and suggestions for referrals to community services available to parents and students.

The Student Services Center is open daily from 7:15 AM to 2:45 PM. Parents may call the counselors to schedule appointments or speak with them regarding concerns. Counselors are available during regular school hours and by appointment before or after school. Parents are advised to make an appointment if they wish to meet with a counselor to ensure that there is enough time to discuss all of their concerns. While all students are assigned to a particular counselor, if their

counselor is unavailable, they are free to consult with the other counselor about any concerns.

Students will use different career exploration tools throughout middle school to help them identify their interests and abilities.

Following the completion of the group and individual experiences provided by the middle school counselors, the student will be able to:

- Articulate his/her vocational and educational plans for one to three years following eighth grade.
- Identify and name specific personal abilities, interests, values, and feelings both through conversation with the counselor and on specific instruments.
- Identify and access resources which assist in personal, career, and educational planning.
- Identify and apply characteristics of a healthy lifestyle.

IT'S NEVER TOO LATE TO GET INVOLVED!

“When schools work together with families to support learning, children tend to succeed not just in school, but throughout life.” Anne Henderson

If you’ve never taken an active role in your child’s education, you may wonder if you’re too late. **YOU’RE NOT!**

Parental Involvement Produces:

- Higher grades and test scores
- Better attendance and more homework completed
- More positive attitudes toward school and better behavior
- Higher graduation rates
- Increased enrollment in education after high school

Quick Tips on Becoming Involved:

Change your definition of volunteering. Joyce Epstein of Johns Hopkins University says that a volunteer is anybody who supports school goals or children’s learning. This means that you could consider yourself a volunteer if you:

- encourage your child to read out loud to you.
- set aside a regular time and place for homework, with no TV, or phone interruptions.
- let your middle school student know that effort, not intelligence, is the key to success in school.

- visit the library regularly. It is the least expensive way to promote reading.
- show your child how hard you work at your job and at home. This sets a good role model for effort.

Talk about middle school. As you sit around the dinner table, talk about how important education is. Make sure that your children understand that *you* use the things that *you* learned in school on the job.

Don't ask: What did you do in school today? Instead ask:

- What was the most important thing that you learned today?
- What new assignments did you get?
- What do you think your social studies teacher will ask you on the test tomorrow?

Be an Involved Parent with Homework

- Help your child find a good place to do homework.
- What is your assignment today?
- When is your project due?
- Do you need special supplies (e.g. a trip to the library, access to a computer)?
- For a major project, would it help to write out the steps or make a schedule?
- Communicate with your child's teacher on a regular basis via e-mail or phone calls.

Other Ways to Help:

- Review teacher comments on returned homework assignments and discuss them with your child.
- Figure out how your child learns best - alone, with a buddy? Does s/he learn best when looking at things? If so, draw a picture or chart. Does s/he learn best when things can be touched or moved? An apple cut four or six ways can help children learn fractions.

Parent Portal:

- The Maryvale School District will once again be using Parent Portal. The Parent Portal will allow you, as a parent to view your child's school related information. This includes, but is not limited to your student's grades, attendance, class schedule, report cards, and much more. We here at Maryvale are very excited about this new tool.

- To obtain a Username and Password or to gather more information please contact our support team at [Best Self portalsupport@maryvaleufsd.org](mailto:portalsupport@maryvaleufsd.org).

HOW TO GET OUTSIDE HELP

Counseling Agencies:

In the event that a student needs long-term counseling for individual or family issues, a list of agencies in this area follows:

- **Catholic Charities**
3719 Union Road
Cheektowaga, NY 14225
681-7394
- **Child and Adolescent Treatment Services**
11 West Main St.
Lancaster, NY 14086
681-6611
- **Child and Family Services**
2470 Walden Ave.
Cheektowaga, NY 14225
681-5718
- **Crisis Services**
2969 Main St.
Buffalo, NY 14214
834-3131
- **Best Self Behavioral Health**
3350 Main Street
Buffalo, NY 14214
835-4011
- **Kids Helpline**
834-1144

If you would like a referral for private counseling, please call your child's school counselor.

GROUP COUNSELING FOR STUDENTS

(All groups will meet one time per week and rotate through the student's schedule. Groups are offered on an as needed basis)

Anger Management:

- This is a group designed for students who have difficulty expressing their anger. The group helps children deal effectively with their anger, introduces new problem

solving skills, and helps them discover coping skills that they need to survive and remain healthy in situations at home and at school.

- Students are selected for this group by self-referral, teachers, parents, and administrators and is offered as needed.
- The group will meet for six sessions focusing on:
 - Violence Prevention
 - Feelings
 - Expressing anger
 - Skills to problem-solve anger situations
 - Anger replacement steps
 - Family Violence
 - Coping Strategies
 - Setting personal goals
- All information shared in the group is confidential.

Changing Families:

- This is a support group for children who are experiencing stress due to separation, divorce, remarriage, blended families, or any change in their original family.
- Changing Families is a dynamic process that helps meets the needs of students by providing structure, consistency, predictability, and fun. Some of the themes that foster their growth surround issues of anger management, violence prevention, effects of changing families on teens, and reasons why people get married and why people get divorces.
- The group will meet for six sessions. It provides children with a great deal of support because they experience a sense of belonging.
- Students are self-referred, or referrals are made by parents, teachers, or administrators.
- All information shared in the group is confidential.

Social Skills:

- Students who participate in this group learn the foundation skills for social and academic success. Social behavior and academic behavior are highly correlated. Members of this group are taught appropriate social skills such as:
 - Being a good listener
 - Listening to directions
 - Starting a conversation

- Identifying and expressing feelings
- Solving conflicts peacefully
- Staying calm under stress
- Dealing with embarrassment
- Coping with being left out
- Problem solving
- Goal setting
- This group will meet for six sessions.
- Students are referred by teachers, administrators, or parents.
- All information shared in the group is confidential.

Girl Talk:

- This group provides female students the opportunity to share their thoughts and feelings about issues confronting them today.
- The group will meet for six sessions. In the fall the group is open from to all 7th and 8th grade girls. In the spring the group is open to all 6th grade girls. This group runs under the direction of a school counselor.
- Students are self-referred, or referrals are made by parents, teachers, or administrators.
- All information shared in the group is confidential.

Study Skills:

This group will provide the students the opportunity to work on areas including:

- Time management
- Organization skills
- Test taking strategies
- Stress management
- Note taking techniques
- Creating an ideal study environment

The group will be run by a school counselor and a school psychologist. This group will meet for six sessions.

Student Transition Group:

The purpose of this group is to provide peer support, under the direction of a school counselor for students who are experiencing the transition to Maryvale Middle from another school district. This group will meet for six sessions.

In the group we will be:

- Discussing the basic information about Maryvale Middle School
- Answering questions about the transition
- Providing an opportunity for the student to meet new friends who understand what it is like to come to a new school.

Call the Student Services Center at 631-7400 or 631-7413 to learn more.

ACADEMIC INTERVENTION SERVICES (AIS)

What does AIS mean?

- Academic Intervention Services means additional instruction and/or student support services that supplement the instruction in the general curriculum.

Who receives AIS?

- Students who are at risk for not meeting the state learning standards in English/language arts, mathematics, social studies, and science must receive AIS.

What services are provided for students?

- Additional classroom support
- Assistance during study halls

How do I know if my child is receiving AIS?

- Parents are notified by mail if their child must receive AIS, the services that will be provided, when services began, and the name of teacher providing services.
- Teachers will keep parents informed about their child's AIS progress on each report card.
- Parents will be informed when and why the child is removed from services.

Whom do I call if I have questions about AIS?

- Student Services: 631-7400 or 631-4713

MIDDLE SCHOOL ACADEMIC ELIGIBILITY

At Maryvale Middle School learning is our main concern. Academic reinforcement has first priority during study halls and teacher office hours. Whenever requested, a student must report for academic reinforcement. A student who is ineligible must remain in study hall and actively study. The only exceptions would be to meet with a specific teacher in another

classroom for help or if given a research pass to the library by a specific teacher. Participation in music organizations, clubs, athletics and intramurals and practice for sports teams may occur only after academic responsibilities have been met. Participation in competition with other schools is only permitted for eligible students.

PROGRESS REPORT AND REPORT CARD DATES

Progress reports and report cards are all mailed home.

First Marking Period:

Progress Report 1st week of October (Oct 9th)

Report Card: 2nd week of November (Nov. 13th)

Second Marking Period:

Progress Report: 2nd week of December (Dec. 18th)

Report Card: 4th week of January (Jan. 29th)

Third Marking Period:

Progress Report: 2nd week of March (March 12th)

Report Card: 3rd week of April (April 16th)

Fourth Marking Period:

Progress Report: 4th week of May (May 21st)

Report Card: last week of June (June 25th)

IMPORTANT TEST DATES TO REMEMBER

State Assessments:

NYS ELA:	April 20th – April 22nd
NYS Math:	May 4 th – May 6th
Science Performance Test:	May 25th – June 4th
Science Written Test:	June 7th
Living Environment (Regents)	June 14th (p.m.)
Algebra (Regents)	June 15th (p.m.)

All students are required to take the final exam at the assigned time in June. The exam counts for 1/5 of the overall grade. If a student is absent on the day of the exam, they will not receive an exam score and a “0” will be averaged in to their overall grade. Make-ups will not be given.

***Make sure that your child goes to bed at a reasonable hour the night before a test and eats breakfast the morning of the test.**

FREQUENTLY ASKED QUESTIONS

What do I do if my child always tells me s/he has no homework?

- Communicate with teachers through the school agenda and e-mail.
- Check the homework pages on the website.
- Call the school counselor and discuss the problem with her.
- Call the main office and request a teacher to call you.

What should I do if I receive a negative five-week progress report?

- Call the teacher/s or counselors to discuss the problem and its solution.
- Have your child stay for before- or after-school office hours.
- Arrange for a parent-teacher conference.
- A 5 week parent meeting may be scheduled for any student failing 2 or more classes.

How do I arrange for a parent-teacher conference?

- Call your child's counselor: Mrs. Winnicki (A-K) at 716-631-7400 or Mrs. Shaver (L-Z) at 716-631-4713.

A meeting will be arranged some time during the school day at an appropriate time for you and all teachers.

What should I say during a parent-teacher conference?

- Express your concerns. For example, your child cannot seem to finish homework, does not understand homework, does not want to come to school, etc.
- Approach teachers with a cooperative spirit. Believe that teachers want to help you and your child.
- Come in with questions such as:
 - How is my child doing on projects and tests?
 - Is homework complete and handed in on time?
 - Are projects done conscientiously?
 - How can I help my child to perform better?
 - How can I communicate with you in the future regarding my child's progress?
- . Take notes during the conference.
- . Ask questions if you are not sure about something.
- . Summarize what you understood to be said during the conference.

- . Talk to your child after the conference explaining plans that were made, such as, signing the agenda, attending office hours, etc.

CAFETERIA REGULATIONS

1. All students are required to be in the cafeteria during the lunch period regardless of whether they eat or not.
2. No Chromebooks.
3. Students are to walk to and from lunch.
4. All students will report to the lunch room, using the front entrance only at the beginning of the lunch period. Students are not to loiter in the hall or lavatories before lunch. Lateness to lunch will be treated the same as tardiness to class.
5. Appropriate leisure reading material, study materials, and board games may be brought to the cafeteria with permission from the cafeteria monitor.
6. Students can pick their seats on the first day of school. Students may lose this privilege for inappropriate behavior or for disciplinary reasons.
7. One table for special events is available for student use. Consult the cafeteria monitors in advance for proper procedures. Parents may provide cake, cookies, pizza, pop (no glass containers), etc. (Cake, cookies, and cupcakes must be store bought and remain in their original container. No homemade treats please due to allergies.)
8. Students are not permitted to wander around the cafeteria or visit other tables.
9. Students may not exchange money or food.
10. Please talk in a quiet, controlled voice. Shouting or loud noises are not permitted.
11. Pop or energy drinks in cans or bottles, is not permitted in the school or cafeteria.
12. Throwing food or any other object will not be permitted.
13. Student must obtain permission from a teacher to use the lavatory. Only one boy and one girl will be excused at any one time.
14. Students may purchase one snack after they have eaten their lunch.
15. All students are responsible for keeping their lunch area clean.

16. Lunch monitors will dismiss students by table when all students are quiet.
17. Students are not allowed to take food or beverages out of the cafeteria.
18. Students violating any cafeteria rules will be subject to disciplinary action to include:
 - a. Being denied snack privileges.
 - b. Eating lunch at an isolation table.
 - c. Being removed from the cafeteria.

NATIONAL JUNIOR HONOR SOCIETY

To be eligible for membership in the National Junior Honor Society, one must have a cumulative average of 90% or higher for the past 6 quarters to be inducted as a 7th grader OR a cumulative average of 90% or higher for the past 10 quarters to be inducted as an 8th grader. Students meeting this academic requirement are notified of their eligibility. Interested students will complete an information form to indicate their participation in school activities, outside of school activities, and community service. On this form, student candidates will also list any awards/honors received. Eligible candidates will also write a well-constructed essay detailing the qualities they possess that would make them a good candidate for membership. The student information forms and essays are then combined with character evaluations completed by the Middle School staff. The National Junior Honor Society Faculty Council (consisting of 5 teachers in the Middle School) review this information and select the candidate based upon demonstration of character, service, leadership, scholarship, and citizenship. The formal induction ceremony is held in April.

WELCOME TO THE MMS LIBRARY MEDIA CENTER RESOURCES

Our library is shared with the Intermediate School and benefits from an enlarged collection at wide interest and reading levels spanning grades 3 to 8. Our resources include:

- Destiny Discover is our on-line catalog of 40,000 items that can be searched from school and home (see our web page for the link to Destiny)
- 30 computer work stations in the library as well as Chromebooks that may be checked out for one mod

- Database subscriptions to a variety of resources including BrainPop and World Book Encyclopedia. The links to the databases as well as the necessary passwords can be found on the Library web page. The password is: passwords
- Ebooks can be checked out using Overdrive (username and password are the same as network login information)

Use Policies:

We encourage your children to be responsible and considerate library users by:

- following checkout procedures
- returning materials on time and in good condition
- correctly using computers, software, and Internet sites
- properly crediting their information sources.

Students may have up to 4 items checked out at a time.

Books, audio-books, magazines and graphic novels can be checked out for 2 weeks and renewed based on demand.

Overnight research books and articles can be checked out for the school day and returned the next morning.

Students can put books on hold by request at the Circulation Desk and on-line. They are notified in homeroom when the books come in and have 1 week to claim them.

Library Staff & Contact Information

631-7401 (during library/school hours)

Ms. Cortese, Library Media Specialist

Mrs. Mason, Library Aide Intermediate School

GRADE 6

Welcome to M.M.S.

Students are embarking on a new phase of their school careers. They are now young adolescents becoming more independent and trying to attain the knowledge, skills and responsibilities needed to be successful in the middle and high school.

Expectations:

Sixth grade teachers want all students to succeed. We are willing to accommodate the characteristics and needs of each student and recognize their different abilities and learning styles. We expect all students to put effort into their work, respect their peers and teachers, and maintain good behavior.

Schedule:

A 11 period day, including a lunch period, is followed each day. A six day cycle (Day 1 to Day 6) is followed continuously throughout the year. Academic subjects and exploratories meet every day during the six day cycle.

Goals:

The main goal of 6th grade teachers is to help our students be successful in meeting the NYS Standards. Therefore, AIS (Academic Intervention Services) is held several days a week in each cycle for ELA/Reading, Math, Science, and Social Studies. Support is also given during class time. Additionally, we strive to make our students independent learners by encouraging them to utilize the skills taught in class to achieve success in all areas.

Academic Grades:

All 6th grade academic teachers base their grades on completing homework on time, keeping an updated notebook or binder, passing quizzes and unit tests, completing assigned projects, completing labs (science), participating in class, working in groups, and being on time and prepared for class.

Parent Communication:

We want to interact with students and parents in a sensitive, understanding, and meaningful way. We must all work together. If there are any concerns about your child's progress, feel free to arrange a parent conference anytime throughout the year. Eschool is an information tool so that parents may have access to their child's progress at all times. We encourage parents to check their child's grades each week. We also welcome parents to check each teacher's web page for important information.

SOCIAL STUDIES 6

Sixth grade social studies students will study ancient world civilizations. These will include Mesopotamia, Egypt, India, and China. Other periods of history studied will be Prehistoric Man, Greece, Rome, and the Middle Ages. To be successful in 6th grade social studies, students will:

- Participate in cooperative group work
- Maintain organized notes on material covered
- Complete at least one creative research project
- Write thematic essays based on social studies content
- Complete document based questions and essays

- Use computer and internet technology
- Use and understand different kinds of maps and apply map skills
- Create oral presentations and dramatic plays that reflect content knowledge
- Understand links between the curriculum and present day world events
- Participate in class discussions
- Improve study skills in order to master unit tests and quizzes
- Use creative and critical thinking skills to complete assignments
- Be able to compare and contrast aspects of different cultures
- Master an understanding of timelines
- Complete all homework assignments on time

SCIENCE 6

Successful science students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment. Students will apply science process skills including communication, classifying, inferring, measuring, predicting, defining, experimenting, interpreting, forming hypotheses, and modeling in the study of cells, human body systems, plants, kingdoms of life, ecology, and matter. To be successful in 6th grade, students will:

- Participate in laboratory activities
- Use observations of physical properties to make logical inferences and predictions about the world
- Interpret data to search for relationships, similarities, and differences
- Complete guided notes and practice study skills
- Create a cell model from another common structure
- Read and discuss current news via science articles
- Use computer and internet technology
- Participate in class discussions

READING 6

All 6th grade students are provided with daily developmental reading instruction. Various other literary sources are used to teach the important reading skills and strategies. Many of the novels read are integrated into the curriculum of various subjects. This year we will also be using a wonderful Reader's Workshop format. Students will be gaining independence and having one-on-one instructional time with their teacher. Please encourage your child to read at home each night. To be successful students will:

- Develop skills of decoding
- Develop word identification
- Improve structural analysis
- Create a wider range of vocabulary
- Compare literary forms, elements and devices
- Develop listening skills
- Improve cultural awareness
- Improve comprehension
- Use reading strategies to better comprehend the content

LANGUAGE ARTS 6

Sixth grade is a time for students to truly begin to study various genres of literature and begin writing as young adults. Students will read, write, listen and speak in their ELA class. Using the common core as our curricular foundation, we will make the learning fun, but learning always has to be the main focus. To be successful in 6th Grade ELA students will:

- Follow all school and team rules and policies
- Complete all assessments as set forth by the curriculum
- Write expository and personal essays
- Take complete and accurate notes
- Complete all grammar and literary worksheets
- Pass spelling tests
- Pass literacy quizzes and tests
- Study various genres of literature
- Participate in class discussions
- Complete all creative writing tasks
- Deliver speeches
- Perform dramatically
- Think critically
- Support their thoughts and opinions
- Learn literary terms

- Use computer and internet technology
- Write narratives
- Research a topic using proper citations
- Use reading strategies effectively

MATH 6

The NCTM believes that every student has the right to a mathematics education that ensures that he or she achieves mathematics literacy and develops the concepts, skills, and dispositions necessary for a meaningful and productive life. Middle school students in particular are at a critical stage when the attitude they develop toward mathematics can have a significant impact on their chances for success in high school mathematics and on their life choices. At Maryvale Middle School, the math teacher wants to insure student success. The math teacher will select and develop worthwhile mathematical tasks. The teacher will create a learning environment that fosters students' confidence in their own ability and skill in problem solving, communicating with and about mathematics, and reasoning. The teacher will also work with other teachers as a team to develop interdisciplinary and developmentally appropriate mathematics programs. Finally, the teacher will modify the mathematics curriculum to motivate and nurture students with different abilities and learning styles. The expectations of the students in order to achieve success are to:

- Be fluent with all basic addition, subtraction, multiplication, and division facts before entering the sixth grade
- Complete daily homework with 85% or better accuracy
- Locate mistakes in mathematical calculations in order to prevent them from reoccurring
- Read and write about mathematics
- Attain all mathematical concepts taught in sixth grade and be able to apply them to real world applications
- Arrive on time for class with all materials and supplies

To review NYS Core Curriculum Standards for Mathematics go to www.p12.nsed.gov

GRADE 7

The following activities are a part of the seventh grade:

- One Night on the Town will be held after the third marking period. This evening is open to students who are excelling

or showing improvement academically. Students must also have shown good behavior during the marking period. The evening will begin with a special dinner, followed by activities and entertainment. There is no charge for this academic incentive program.

- A field trip to Sky High Aerial Ropes Course is scheduled for late May – early June.

SOCIAL STUDIES 7

This course covers New York State and American History from Pre-Columbian times to 1865. Students are expected to be aware of their responsibilities as students of Maryvale Middle School and as American citizens. They will improve reading and writing skills, become better planners and organizers, be able to relate historical events in their personal lives, and strive to achieve personal goals set throughout the year. The course includes:

- United States Geography
- The American People Prior to 1500
- European Exploration and Colonization of the Americas
- The Revolutionary War Including Causes
- Experiments in Government
- The First Presidents
- The War of 1812
- Industry and Technology
- The Age of Jackson
- Westward Expansion
- The Mexican War
- Sectionalism
- The Civil War

SCIENCE 7

Science 7 is a course designed to meet the **National Physical-Environmental Standards** as well as prepare students for the New York State Assessment administered at the end of eighth grade. Earth science topics are the main focus of the seventh grade curriculum. They are:

- Scientific Method and Measurement
- Astronomy
- Earth's Changing Surface
- Minerals and Rocks
- Weather

- Inside Earth

Grades are based on tests, quizzes, homework, and labs. All homework and lab reports are **MANDATORY**. Parents with any questions should email their child's teacher at any time throughout the year.

MATH 7

All grades are based on homework, tests, quizzes, and projects related to major units. Homework is assigned daily, and it is **MANDATORY** that it be turned in the next day. We encourage students to attend office hours before and/or after school for extra help. The purpose of this course is to prepare the student to meet the mastery of skills necessary to be successful on the NYS Math 7 assessment. The following topics will be covered:

- The Number System: Apply and extend the previous understandings of operations with fractions, decimals, and percents.
- Expressions and Equations: Use properties of operations to generate equivalent expressions and equations and solve real-life mathematical problems.
- Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems.
- Geometry: Draw, construct, and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Statistics and Probability: Use random sampling to draw inferences about a population, draw informal comparative inferences about two populations, and investigate and evaluate chance.

MATH 7 ENRICHED

All grades are based on tests, quizzes, graded assignments, and homework. Homework is assigned daily and it is **MANDATORY** that it be turned in the next day. We encourage students to attend office hours before and/or after school for extra help. This course is designed to cover both 7th and 8th grade topics. The following topics will be covered:

- Number and Quantity
- Algebra
- Geometry

- Statistics and Probability

LANGUAGE ARTS 7

This course is designed to develop the students' reading and writing capabilities, beyond the English classroom, to help them within other subjects as well as throughout their future successes. Aligned with the NYS Next Generation Learning Standards, the students focus on critical thinking by analyzing a variety of fiction and non-fiction texts. Through a series of research, argument, and personal essays, the students contemplate essential life questions with a focus on personal responsibility.

Grades are based on:

- Independent reading comprehension
- Listening comprehension
- Knowledge of grammar, mechanics, and spelling
- Literary units
- Vocabulary units
- Application of the 6 Traits of Writing
- Exploration of literary non-fiction and informative texts
- Multiple styles of writing including research- based, literary-based and creative.

GRADE 8

Welcome to the 8th grade at MMS.

The 8th grade teachers share common **expectations** that include being prepared and punctual for class, respectful of others, cooperative, and putting forth effort.

Our **goal** is to have your child be successful in meeting the NYS standards and offer help with before and after school office hours by appointment.

In all courses, grades may be based on the following **criteria**: homework assignments, notebook checks, quizzes, tests, labs (science), papers, projects, and participation. Parents should email their child's teachers with questions concerning the progress of your child at any time throughout the year. Teachers encourage parents to log onto the parent portal to check their child's grades in their class.

The 8th grade program includes high school orientation, various assemblies, field day and 8th grade awards day. Field trips may be planned throughout the school year.

SOCIAL STUDIES 8

This course is a chronological study of U.S. history. Current events are done throughout the year as events become important. Students are required to complete the NYS Social Studies 8 Assessment given in June. The first major unit is on the **Constitution of the U.S. and understanding our Government**. This course continues where the 7th grade Social Studies class ends, with the **Civil War and Reconstruction**. Other major topics will include:

- America in a Changing Time (1865 - 1914)
- Becoming a World Power (1914 -1919)
- A Troubled Time (1919 - 1945)
- America in the Fifties and the Civil Rights Movement
- Our Nation Today - the 1960's to the present

LANGUAGE ARTS 8

This course is designed to develop the students' reading and writing capabilities, beyond the English classroom, to help them within other subjects as well as throughout their future successes. Aligned with the NYS Next Generation Learning Standards, the students focus on critical thinking by analyzing a variety of fiction and non-fiction texts. Through a series of research, argument, and personal essays, the students contemplate essential life questions with a focus on personal responsibility.

Course curriculum includes:

- Vocabulary study and reading comprehension
- Specific text-based analysis with thematic connections
- Personal connections with literature and expression
- Strategies for note-taking
- Identification and articulation of literary elements within literary analysis
- Knowledge of grammar, mechanics, and spelling
- Application of the 6 traits of writing

MATH 8

The purpose of this course is to prepare the student to meet the challenges of the high school math program and to promote the mastery of skills necessary to be successful on the NYS Math 8 Assessment. Major topics will include:

- Exponents and Scientific Notation
- Transformations

- Congruence and Similarity
- Equations
- Linear Equations
- Systems of Equations
- Functions
- Solid Geometry
- Statistics
- The Pythagorean Theorem

INTEGRATED ALGEBRA I (REGENTS)

This Regents course is taught to students who have taken the Grade 7 advanced math course and who have been recommended by their 7th grade math teachers. This high school freshman math course is designed for students who are college bound with a strong math/science aptitude and have a mathematical goal of Calculus in their senior year. Students will take a high school Regents exam in June. Major topics will include:

- Equations
- Linear and Exponential Equations
- Statistics
- Linear and Exponential Functions
- Polynomials
- Quadratics

SCIENCE 8

This course aims to give the students an understanding of the physical (Physics/Chemistry) and living (Biology) environment. Hands-on lab experiments form an integral portion of the program. Safety and general lab rules are MANDATORY. Science 5, 6, 7, and 8 are designed to meet the National Standards to prepare students for the NYS Science Assessment administered at the end of 8th grade. Core topics in the 8th grade include:

- Experimental Design
- Energy
- Cells/ Cell Reproduction
- Genetics
- Density
- Classification
- Genetic Engineering
- Photosynthesis/Cellular Respiration
- Evolution

- Ecology/Human Impact
- Motion/Forces

LIVING ENVIRONMENT REGENTS

The living Environment is a 9th grade level **honors course** offered to 8th graders. Students who qualify and are recommended for the course by the school counselors and the 7th grade science teachers. This course follows the NYS standards and prepares students for college entrance. This course ends with the NYS Regents exam. All required laboratory skills and exercises must be completed to sit for the exam in June. Core topics include:

- Unity and Diversity Among Living Things
- Maintenance in Living Things
- Human Physiology
- Reproduction and Development
- Genetics
- Evolution
- Ecology

ART PROGRAM

The Maryvale Middle School Art Program is a discipline based art education program. It includes:

- Art production
- Art history
- Art criticism
- Aesthetics.

Units are designed to introduce elements and principles of art, and include drawing, reading, and writing skills. Spatial techniques are explored ranging from simple overlapping compositional arrangements, to one point perspective. The subject matter follows a historic timeline. It allows students to see a connection between art and history, providing an interdisciplinary link to other subjects.

In addition to projects all students are given the opportunity to participate in a number of school and community based contests and exhibits.

HEALTH

7th Grade students will become aware of the complex ideas of what being Healthy means. They will learn that health includes

physical, mental, and social health. Good health is the responsibility of every individual. Students must learn to take control of their own health. This program stresses active participation, decision-making, skill-building, principals of a healthy lifestyle, awareness of health and safety practices, and development of positive interpersonal relationships.

Topics include:

- Health and wellness
- Stress management
- Nutrition
- Substance use and abuse
- Diseases and disorders
- Safety and first aid

FOREIGN LANGUAGE

The Foreign Language Program at Maryvale Middle School is a full year course for seventh and eighth grade. We offer Spanish and the students will learn:

- The alphabet
- Numbers
- Name and age
- Colors
- Days of the week
- Months
- Weather
- Family members
- School supplies
- Personal identification
- Sports
- Health expressions
- Clothes
- Places
- Occupations
- Food
- Rooms of the house

FAMILY AND CONSUMER SCIENCES

All middle school students are scheduled for Family and Consumer Sciences in 6th and 8th grade instruction is focused on:

- Food, cooking and nutrition

- Life skills
- Consumerism
- Financial Literacy
- Sewing (Grade 8)
- Career exploration and Career preparedness

MUSIC

The Music Program of the Maryvale School System encompasses all grade levels in two broad categories: classroom music and performing ensembles. The offerings include:

Classroom Music Courses

Grade Levels	Course Title	Emphasis	Student Involvement
7	General Music	Applied Music	Students not in an ensemble

Music Performing Ensembles

Grade Levels	Course Title	Curricular Status	Student Involvement
6, 7, 8	Chorus	Curricular	Performing Groups are elective
6, 7, 8	Band	Curricular	Performing groups are elective
6, 7, 8	Orchestra	Curricular	Performing groups are elective

Members of these performing groups will rehearse during the school day.

Music groups give numerous regularly scheduled performances throughout the year including the December, March, and May concerts. **Concerts are mandatory for all ensemble members.**

Concert Etiquette

Reinforcing concert etiquette is an important goal as the music department continues to strive for excellence. Maryvale School District concert audiences are among the most supportive and discerning in this area. The Music Department is very grateful to you for that support and encouragement.

The following are reminders and guidelines for concert newcomers as well as veteran audience members:

- Please arrive on time. If lateness is inadvertent, please wait until the end of a selection before entering the auditorium.
- Stay for the entire performance. If there is an emergency and you must leave before the final selection, please wait until there is a break in the program and applause.
- Applause is most welcome at the end of a selection. If the piece has more than one movement, please hold the applause until the conductor's arms have dropped to the side.

The music curriculum provides opportunities for each student to experience music performance of various types, cultural backgrounds, and historical periods. Great care is taken in programming concerts that are representative of diverse musical styles, the ability levels of the performing groups, and audience appeal.

PHYSICAL EDUCATION

At the Middle School level, our Physical Education curriculum is aligned with the NYS Learning Standards for grades six, seven, and eight.

- Personal Health and Fitness
- A Safe and Healthy Environment
- Resource management

New York State further breaks down these standards into concepts. There are six concepts and they include the following:

- Elements of health related to fitness.
- Elements of human wellness.
- Elements of skill related fitness.
- Self-reliance.
- Social skills,
- Personal management skills.

We address each of these concepts throughout the year in our various units and across our assessments.

Our grading system is based on 100 points and is structured as follows:

- (5) points per class for participation/preparation (20 classes per semester x5 points = 100)

Throughout our curriculum units, we may also include the following types of assessments:

- Tests
- Quizzes
- Labs
- Internet projects
- Outside resource projects
- Physical/skill testing.

There is a strong push towards a healthy cardio respiratory endurance for all students to achieve. Please encourage your child to "PLAY 60", or participate in 60 minutes of activity daily.

All students will be required to participate in the swim unit (which takes place in our high school pool area.) An appropriate suit and towel are required. Nose plugs, ear plugs, aqua socks, and goggles are optional.

Required Materials for PE class:

- sneakers
- t-shirt (different from what was worn to school)
- shorts (different from what was worn to school)
- deodorant

TECHNOLOGY EDUCATION

Computer Technology – Grade 6

The goal of our 6th grade computer technology class is to better prepare our students for the coursework that lies ahead as they progress through the middle school, the high school and beyond. During this 10 week course we address the following areas:

- ✓ Electronic file management using our school network folder and our Google Drive accounts
- ✓ Google Drive and Sharing
- ✓ Coding – Creating computer programs
- ✓ Digital Citizenship and Footprint
- ✓ Internet research and safe use practices, opportunity cost
- ✓ Google Classroom

Technology Education – Grade 7

In 7th grade technology education students will learn about the areas of technology and how technological systems operate. Units covered include Measurement, Conceptual Design sketching, CAD Technical Drawing, Manufacturing and Computer Coding. Precise assembly skills are learned as we create a technical drawing assembly in a unit on ground effects flight. Concepts we will work on over the 20 week course include:

- ✓ Work skills, Citizenship and shop safety with tools and equipment
- ✓ Measurement, Engineering Design, Problem Solving, Manufacturing and Product Testing
- ✓ Flight & Rocketry, components designed using CAD, model construction and testing
- ✓ Alternative Energy Sources, Renewable Energies
- ✓ Robotics, Fabrication and Autonomous Programming / Coding

Technology Education – Grade 8

In 8th grade students will understand the importance of technological design and the role it plays in industry. Engineering design and problem solving are key concepts as we work through the design process. Students will simulate industry as they use Computer Aided Drawing (CAD) software to design individual product that gets tested on a race track for feedback! Concepts we will work on over the 20 week course include:

- ✓ STEM Career Exploration
- ✓ Engineering Design, Problem Solving, Product Testing
- ✓ CAD program exploration and familiarity via the creation of three dimensional parts
- ✓ Manufacturing, Product Testing & Comparing Results
- ✓ Safety with Hand and Power Tools
- ✓ Team building Activities
- ✓ Construction Systems
- ✓ Electric Motors

PARENT TEACHER ORGANIZATION - P.T.O.

Maryvale Middle School is very fortunate to have a very active and concerned parent organization. Parent involvement and input are very important and essential to the success of our

students and our school programs. Teachers, parents, and administration must work together with mutual respect, understanding, and willingness to share ideas and make changes that will enable students to be successful. All parents are invited to join and become an active member. P.T.O. past activities included:

- Presentation of speakers that help guide parents in dealing with their children
- Tray auction
- Candle sale
- Zap a Snack sale
- Book Fair sale
- Donations to every grade level for field trips and in school activities
- Donations to enhance our school equipment and building
- Volunteer time to help classroom teacher
- Sponsors a teacher's appreciation weeks

SCHOOL BREAKFAST PROGRAM

The breakfast program is offered to middle school students in the middle school cafeteria starting at 7:15 a.m. Students will receive their breakfast then proceed to their homerooms when the bell rings at 7:25 a.m. **All** students enrolled in the Maryvale UFSD are eligible to receive a healthy breakfast and lunch at school **at no charge to your household each day of the 2022-23 school year.** No further action is required by you. The breakfast program will begin this year on Tuesday, September 6, 2022.

TRANSPORTATION

Bus transportation is provided for students living more than one mile from the school campus. It is the result of the district voters - approval of budgetary funds necessary to meet transportation costs.

We are proud of our bus safety record. Bus transportation is a privilege to your child. Any behavior, which endangers safety or property, will result in a loss of bus privileges. Bus passes will not be permitted.

Emergency bus drills, required by law, will be held during the year. These drills are to simulate emergency conditions and must be taken seriously by all students.

CLUBS AND ACTIVITIES

Students may participate in the following clubs and activities at Maryvale Middle school. Information about these clubs and activities will be given during announcements. Below is a partial list of some of the clubs and activities that were offered during the school year.

(Clubs and activities are subject to change)

- Book Club
- Fitness Flyers
- Leadership
- National Junior Honor Society
- Student Council
- YAG
- Yearbook Staff

SPORTS

The Physical Education Department will keep students and parents updated on times for tryouts, practices and games in various sports. Below is a list of sports that were offered during the school year:

Fall Sports:

- Football
- Gymnastics
- Cheerleading
- Girls Swimming
- Golf
- Soccer
- Girls Tennis
- Volleyball

Winter Sports:

- Basketball
- Wrestling
- Cheerleading
- Boys Swimming
- Swimming
- Bowling
- Indoor Track

Spring Sports:

- Track and Field
- Baseball
- Softball
- Boys Tennis

Our school offers a wide range of intramural activities. During the last school year these activities included soccer, wrestling, basketball, floor hockey, swimming, jogging, softball, volleyball, track and field events, and gymnastics.

DANCES

- Dances at our school, are planned for students in our building exclusively. **Students who are not members of the Maryvale Middle School are not permitted to attend. There are no exceptions to this rule.**
- Parents and students are advised that evening dances are suggested for Middle School students. The following rules for school dances are listed below:
- Only Maryvale Middle School students in good standing may attend. ***Any student who received two detentions or in/out of school suspension, between dances, may not attend the current dance.***
- Evening dance hours will be 6:00 to 8:00 p.m.
- **If you did not attend school you are not permitted to attend the dance.**
- Students will not be permitted to leave the dance early unless picked up by their parents.
- All students must leave the building by 8:15 p.m. **Parents are responsible for picking you up prior to 8:15 p.m.**
- Our school dress code will be in effect for all school dances.
- Students should not arrive on school property for a dance until 5:45 p.m. No student will be admitted to the school building until 6:00 p.m.
- All tickets to the dance will be pre-sold. No tickets will be sold at the door.
- The Student Council Social Committee is generally responsible for selecting the music at the dance.
- Students are requested to bring no more than \$5.00 with them to purchase food and beverage sold at the dance.

FIELD TRIPS

Although field trips are meant to enhance the curriculum, due to behavioral choices, students may be excluded from these privileges.

PUBLIC NOTICE

The Cheektowaga-Maryvale UFSD hereby advises students/potential students, parents, employees/potential employees, and the general public that it offers employment and education opportunities without regard to sex, race, color, age, religion, national origin or disability including Viet Nam era, special disabilities, recently separated and other protected veterans. Further it recognizes its responsibility to provide a nondiscriminatory educational environment that is free of sexual and racial harassment. Grievance procedures are available to interested persons by contacting the Title IX/Section 504 Complaint Officer through the office of the Assistant Superintendent for Administrative Services, 1050 Maryvale Drive, Cheektowaga, New York, 14225, (716) 631-7485. (Commissioner's Regulation 100.2 (K); Civil Rights Act of 1964; Title IX Education Amendments of 1972; Section 504 Rehabilitation Act of 1973; Executive Law S.291 (1) 45 Code of Federal Regulations, Part 90 1975; Americans With Disabilities Act of 1990; Viet Nam Era Readjustment Assistance Act of 1974 (amended)).