IMPORTANT REFERENCE INFORMATION
Overview and Expectations

At Merton Williams, we are dedicated to creating a model middle school to educate the young adolescents of our community. The middle school years can be difficult for many students, and we believe that it is our job to be responsive to their needs. For young adolescents, this time period is characterized by vast changes developmentally, physically and cognitively. Students’ desire for independence and social emotional recognition grows. Their peer groups and search for self-identity becomes more important than it has in the past. Some students will struggle and need support to manage all of these changes. It is our responsibility to create a safe, supportive and caring environment that is responsive to the changing needs of our students. We believe all students can be successful academically, socially, emotionally and behaviorally, which is why we continually strive to meet their needs and maximize their potential.

To guide us in this endeavor, we use New York State’s *Essential Elements of Standards-Focused Middle-Level Schools*. These elements are based on years of research conducted by the New York State Department of Education in affiliation with the New York State Middle School Association and were adopted in July 2003 as the revised Regents Policy Statement on Middle Level Education. As a result of our success in implementing this model, in 2010 Merton Williams was recognized as an Essential Elements School to Watch and redesignated in 2016. The Essential Elements include:

1. A philosophy and mission that reflects the intellectual and developmental needs and characteristics of young adolescents
2. An educational program that is comprehensive, challenging, purposeful, integrated and standards-based
3. An organization and structure that support both academic excellence and personal development
4. Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers
5. Strong educational leadership and building administration that encourages, facilitates, and sustains involvement, participation and partnerships
6. A network of academic and personal supports available for students
7. Professional training and staff development that is ongoing, planned, purposeful and collaborated
As we strive to fully implement these seven elements, we encourage our students to be responsible, respectful and productive citizens of our community. We help guide their growth towards adulthood by providing increased opportunities for students to explore the world around them. Students have many opportunities to participate in a variety of co-curricular and extracurricular activities such as Student Council, French and Spanish Clubs, team sports and intramurals. Our goal is to help students maximize their individual potential for academic and social emotional growth so they experience success while at Merton Williams.
PBIS: Positive Behavioral Interventions and Supports

Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs.

Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

The PBIS philosophy includes:

- **Prevention-based** school-wide system of positive behavior support
- **Data-based decision-making** for instruction of behavior and academics
- **Community-based supports** for families, youth and schools

**Merton Williams Students are Responsible, Respectful, & Productive**

- **Responsible:**
  - Students clean up after themselves in the cafeteria and classrooms, including disposal of trash in appropriate receptacles
  - Students use hallway passes in the corridors; they promptly and directly go about their business

- **Respectful:**

---

*Merton Williams Strives to Maximize the Potential of All Learners*
Students keep cell phones off and away during the school day
Our school community treats people with fairness and kindness

Productive:
Students attend their classes on time and are prepared with necessary materials
Students are engaged in their class work and are diligent workers

Schedule of Orientation Events

**Sixth Grade Parent Night: March 13, 2020:**

The purpose of this meeting is to share information with parents about Merton Williams to ensure a successful transition to the middle school. Information such as scheduling, teaming, student placement, discipline, curriculum and assessments is provided. If you miss this event, please call the Counseling Office for the information: 392-1000 ext. 3192.

**Sixth Grade Visitation Days: to be scheduled in May 2020**

Sixth Graders from each of the elementary buildings will visit Merton Williams for an initial orientation and tour of the building. Students will spend approximately one hour with their teacher and classmates learning about life at Merton Williams and seeing first-hand what goes on in 7th grade. They will meet with administration and other staff members to learn about 7th grade and will have a chance to ask questions. The exact date of your child’s visit will vary according to school and class. The 6th grade teachers will notify you of the exact date for your building.

**7th Grade Summer Orientation: August 20th 2019**
Students visit the building according to Team assignment. Each team is scheduled to attend a specific 1-hour block of time. Students will pick up their schedules and locker information at Orientation. During their visit, they have an opportunity to find their locker, practice their combination, complete a “walk through” of their schedule, get their agenda and ask any last minute questions. Students can attend by themselves or with their parents. More information, as well as an exact schedule of the day, will be mailed home in August.

**First Day of School: September 5, 2019**

Students spend time with their teachers participating in curricular and non-curricular activities. Teachers will tour the building with them, help them understand their schedules, walk them through a fire drill, show them how to purchase their lunch, as well as spend time with the students getting to know them as individuals.

**Open House: to be determined**

This will be your opportunity to meet the teachers and hear about curriculum, standards, assessments, expectations, homework and much more. The evening will begin at 6:30 p.m. and is guaranteed to provide you with a wealth of information.
ACADEMIC OVERVIEW
The Middle Years Programme (MYP) requires schools to teach a broad balance of subjects in every year of the program, all of which support the Hilton Central School Districts vision, mission and philosophy. The Middle Years Programme provides our students with a holistic approach to learning that will enable them to make critical connections between each of the eight subject areas. Learning to see connections between academic subjects will allow students to make connections and create solutions to real-world problems they will face in the future.

While at Merton Williams your child will take Math, Science, Social Studies, Physical Education/Health, French/Spanish, ELA, Technology and Art/Music. They will also participate in Community and Service activities that constitute an important element of the Middle Years Programme. Throughout all aspects of the Middle Years Programme students will learn and live the ten traits of the IB Learner Profile. We believe that this will prepare your child for the challenges that lie ahead of them and to be contributing global citizens of the 21st century.

**The IB Learner Profile**
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**As IB learners we strive to be:**
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
Approaches to Learning in the MYP

The focus of approaches to learning in the MYP is on helping students to develop the self-knowledge and skills they need to enjoy a lifetime of learning. ATL skills empower students to succeed in meeting the challenging objectives of MYP subjects and prepare them for further success in the IB Diploma Programme. Ultimately, ATL skills help to prepare students for responsible participation in local and global communities.

In the MYP, ATL encompasses both general and discipline-specific skills. Many ATL skills are applicable to all MYP subjects; these general "tools for learning" can be tailored to meet the specific needs of students. In order to develop ATL skills that facilitate effective and efficient learning, students need models, clear expectations, developmental benchmarks (or targets), and multiple opportunities to practice. While ATL are not formally assessed in the MYP, they contribute to students’ achievement in all subject.

Every MYP unit identifies approaches to learning skills that students will develop through their inquiry and demonstrate in the unit’s summative assessment. The most effective way to develop approaches to learning is through ongoing, process-focused disciplinary and interdisciplinary teaching and learning. Teachers use key and related concepts along with global contexts as vehicles for teaching effective learning strategies. Likewise, approaches to learning can be powerful tools for exploring significant content. This dual focus (content and process) promotes student engagement, deep understanding, transfer of skills and academic success.

Over time, students should develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. This kind of self-regulated (independent and autonomous) learning helps students:

- reflect purposefully on their learning (metacognition)
- understand the diversity of human learning needs
- evaluate and provide evidence of their learning
- meet MYP subject group aims and objectives
- share responsibility for creating productive, cooperative and safe learning environments
- develop the confidence to try new strategies and explore new concepts and contexts for learning
- prepare for further study and responsible participation in local and global communities.

The MYP extends IB ATL skills categories into ten developmentally-appropriate clusters.

<table>
<thead>
<tr>
<th>IB ATL skill categories</th>
<th>MYP skill clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>I Communication</td>
</tr>
<tr>
<td>Social</td>
<td>II Collaboration</td>
</tr>
<tr>
<td>Self Management</td>
<td>III Organisation</td>
</tr>
<tr>
<td></td>
<td>IV Affective</td>
</tr>
<tr>
<td></td>
<td>V Reflection</td>
</tr>
<tr>
<td>Research</td>
<td>VI Information Literacy</td>
</tr>
<tr>
<td></td>
<td>VII Media Literacy</td>
</tr>
<tr>
<td>Thinking</td>
<td>VIII Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>IX Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>X Transfer</td>
</tr>
</tbody>
</table>

Some of the key questions to be answered by students with respect to ATL skills include:

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

Merton Williams Strives to Maximize the Potential of All Learners
Ultimately Hilton’s concept-based curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

**Academics**

**Academics**

Merton Williams’ academic program follows district-approved curriculum that is aligned to New York State Standards. Annually, our results are published in our School Improvement Plan and the New York State School Report Card. Copies of these documents can be requested through our Main Office. We offer accelerated math and science courses, second languages, special education services, counseling programs and Academic Intervention Services (AIS).

**Honor Roll**

The index used to determine Honor Roll Status is the average or GPA, which is listed on the quarterly report cards. If the average falls between:

- 94.5 – 100: The student is on the **Principal Academic Honor Roll**
- 90.5 – 94.4: The student is on the **High Honor Roll**
- 84.5 – 90.4: The student is on the **Honor Roll**

Students who have improved their overall GPA 5.0 points or more are on the **Academic Improvement Honor Roll**.

**Teams**

Placement of 6th grade students on 7th grade teams is a priority of the Merton Williams counselors. Counselors meet with every 6th grade teacher to gather input about your child. We believe it is important for a middle school student to be well known by his or her teacher; therefore, we divide the school up into smaller components called Teams. Teams are the way we make sure the transition from elementary self-contained classrooms into the middle school is as smooth as possible. Middle school children still need the security of belonging to a teacher or group of teachers. Teams ensure students are cared for as individuals in this school. Teams are a group of Core Teachers (English, Social Studies, Science, Math, and L.O.T.E. (Second Language) who share the same group of approximately 120 students. Team teachers loop with their students so your child will remain with the same group of teachers for two years. Team teachers meet regularly to discuss the needs of students, coordinate curriculum, share instructional practices and develop strategies to ensure the success of all students.

Support teachers, certified in special education and/or reading, and teacher assistants are also an integral part of a team. The support teachers and teacher assistants provide extra help to any student on the team who may be struggling with academics. All students on the team benefit from these services. Special Education teachers support classroom teachers to ensure that students with disabilities have the services outlined by their Individual Education Plan (IEP).

Parent conferences with teams are available upon request. Conferences are scheduled during the team planning period. Counselors, speech therapists, principals, and other support providers also work with the teams to address the needs of the students. Please note that the placement on a 7th grade team means that the student will remain on that team, with that group of teachers for 8th grade. All our teams are heterogeneous, which means that equal numbers of students with high and average abilities, as well as those needing support services, are placed on a team.

If you have concerns about your child’s placement for 7th grade, you are welcome to share those concerns with the counseling office in writing. Specific teacher or team requests **WILL NOT** be honored in accordance with the district policy.
Advanced Classes
Recommendations and/or parent requests for students to be placed in an accelerated or advanced course include a placement process. We review students’ records carefully to ensure they are academically and emotionally ready for the course. Students placed in an advanced course will earn a High School credit in 8th grade. Their final grade in the course and their Regent Exam score go on their permanent High School transcript. The placement process includes a review of the student report card grades, state assessment results and teacher recommendations. It may also include a placement assessment. If your child is not placed in an accelerated or advanced course, it simply means more time and maturity may be needed before he or she is ready to handle the challenges of a High School level course. The following courses will be offered next year: 7th Grade Accelerated Math, Algebra, Earth Science, and Living Environment.

Academic Intervention Services
New York State requires some form of intervention services to be provided to students not meeting State Standards in English and Mathematics. This intervention service will look different for individual students/subjects depending on their needs. Students’ state assessment results, report card grades, previous experiences/placements and teacher recommendations are considered before AIS services are identified for students. Services occur in a variety of forms including scheduled support classes, formal monitoring by teachers, extra help after school, co-taught classes, push-in/pull-out support in the classroom, state assessment review classes, summer school, as well as counseling services. Below is a description of some of the services we currently provide to our students in need of AIS.

Math Skills Lab
The purpose of Math Skills Lab is provide struggling students with additional help on their math skills. The class meets four out of every 10 days. The pre-teaching and re-teaching activities are designed to help students study for assessments. The class also provides additional practice time on essential skills and concepts. The class size is reduced to 8 - 12 students and provides more individual support in a workshop setting than the regular math class. The skills lab teacher works very closely with the math department to make sure class work is aligned to the current unit that they are doing in their core math class. Students track their progress on each essential math skill for their grade level on their own progress tracker working towards achieving mastery on their skills.

Fast Lane Math
Fast Lane provides our struggling students with opportunities to get ahead by exposing them to concepts in a smaller group setting before they see them in their math class. Fast Lane also is the time where gaps in a student's understanding from prior grades is filled in. Students will get more review in this class for upcoming tests and quizzes.

English Language Arts Skills Lab 7 or 8:
Skills Lab is a program designed for students at risk of not meeting state standards in English Language Arts. The class size is reduced to 8-10 students to provide more individual support in a workshop setting than the regular ELA classroom. Skills Lab classes focus on further development of literacy skills in writing and strategies to reinforce reading skills. Topics such as idea development and detail support, along with organization of paragraphs and essays, are a few of the main components of the Skills Lab curriculum.
Literacy 7 or 8:
Literacy Class offers a small group setting where students reading below grade level can learn and practice reading strategies and skills necessary for becoming a successful reader and writer. Literacy class provides students with the skills and strategies to uncover the deeper meanings of text and apply higher-order thinking skills to enhance their ability to understand what they read. The class utilizes all genres of literature, but focuses heavily on non-fiction text materials which often present the most challenges for middle school students. Placement in Skills Lab and Literacy Class is based on a screening process to determine students’ reading level and need for specific interventions.

Learning Lab
Learning Lab is a structured Study Hall for a small group of students who need help with organization, study skills and homework/project completion. Students may be scheduled into Learning Lab every day or every other day depending on needs. Learning Lab is not meant to take the place of work completed at home; it is meant to provide support for class and/or homework when a student needs help. The goal of Learning Lab is to help students develop independent skills.

Instructional Support Team Program (IST)
For students who are experiencing academic, behavioral, or emotional issues that are interfering with their ability to succeed academically, Merton Williams has two grade level Instructional Support Teams, one for 7th grade and one for 8th grade. The goal of these teams is to create individual intervention plans to help students be more successful. Students are referred to the IST primarily through their teachers, counselors and parents. The team consists of a school psychologist who facilitates the meeting, an administrator, a counselor, a special education, reading, and encore teacher, as well as teachers from the student team. Parents and students also are welcome to participate in the meetings. At the IST meeting, the team brainstorms solutions and designs interventions based on one or two primary concerns. Each plan is time bound and evidence is collected that will help determine whether the interventions are successful or not. Student progress is monitored by the IST for as long as deemed necessary.

Study Halls
Study halls at Merton Williams are a period of time during the day when a student is not scheduled for an academic class and is instead afforded the time for independent study or homework. Students are expected to attend on time, show preparedness, work quietly on short and long term projects, class work, homework and/or read. Students are also afforded the opportunity to read during Recreational Reading which includes the first 20 minutes of each study hall. Students are able to read material of their choice and from a variety of sources, like books, magazines, and comics. Simply put, recreational reading is the best way to improve as a reader. Studies have found that through recreational reading as little as 20 minutes a day, students see themselves as readers, have improved vocabulary, are better writers and improve their reading comprehension.

Parent Conferences
Open communication between home and school is vital to ensuring all of our students are successful. To facilitate this ongoing communication, you can contact teachers by calling the Main Office to leave a voicemail message or emailing them directly. Additionally, our teachers can schedule parent/teacher meetings throughout the school year during their common team time. You can request a conference with any of your child’s teachers. Finally, we have the option of drop-
in mini-conferences with any of your child’s teachers during the district evening parent conference time. We look forward to establishing and maintaining two-way communication with all our parents.

Homework Beliefs

The faculty of Merton Williams believes that homework is an important and valuable instructional tool. We believe that homework:

- Builds responsibility
- Helps students practice skills
- Builds on previous learning and reinforces Common Core, State and District standards
- Develops a positive work ethic
- Develops time management and organizational skills

Teacher Responsibilities

- Give meaningful work that takes into account the needs of individual students
- Discuss the scheduling of homework and tests/quizzes at team meeting
- Use a variety of methods to assess students’ progress
- Evaluate homework in a timely fashion
- Promote skill development and relate homework to lesson planning
- Clearly state expectations
- Post homework assignments on the Wiki and Teacher websites
- Remind students as needed

Student Responsibilities

- Seek help and ask questions when the homework assignment is not understood
- Ask for and make up homework missed
Take home the supplies needed to complete the assignment

Turn in homework on time

Complete the assignment thoroughly and thoughtfully

Manage their time and create an environment in which to do their homework

Record assignments in their agenda before leaving class

Parent Responsibilities

Parental involvement in education is critical to academic success. Parents can help students with homework by:

- Providing an appropriate time and place to complete homework
- Inspecting the agenda and supervising “at home” work
- Encouraging students to complete homework
- When necessary, check homework for completion and quality
- Checking building web page for Wiki and/or Teacher web pages
CURRICULUM CONTENT

Art

Course Description:
Students in 8th grade take Art throughout the entire year. We use a multitude of concepts, techniques, and media to learn about the arts, and create a wide variety of finished work. As a valued component of the IB/MYP program, the Arts has four primary objectives we pursue: know and understand the material and art media studied; develop a variety of artistic skills; think creatively both in and outside the art-room; and to respond to or reflect on our work and the work of others.

Example Units:
Drawing: In this unit, titled “Cutting the Brain in Half” we study the cognitive science connected to drawing. Drawing what we see, not what we think we see. Students learn about contour, line, value, and different drawing media while exploring the concepts of creativity, expression, and representation.
COLOR THEORY: In this unit, titled “My Life as a (Color) Blender”, we study the concepts surrounding the creation and blending of colors with a variety of materials. We learn about color from a scientific perspective, studying how the way we see and create colors continues to change. We also explore the concepts of aesthetics and innovation, recognizing that color theory is an ever-evolving concept.

COMPOSITION: This unit, titled “This Should Go Here, Not Here” is our journey through bringing a work of art together with all of the pieces or elements possible. Students study the elements and principles of art and design, while seeing that a blank canvas or piece of paper is full of many, many possibilities.

SCULPTURE and MOVEMENT: This unit, titled “I Like to Move it, Move it…” dives into the role of sculpture in the art world, and how the concept of movement effects art of all kinds. We learn about the different types of movement in both 2D and 3D art works, and come to study and apply techniques and skills elating to clay and ceramic art. 

((Ceramic works below are by our very own 8th graders!!))

English Language Arts

Through the study of MYP language and literature, students have the opportunity to explore a variety of texts in correlation to each unit’s key concept. The course achieves a balanced literacy approach as students analyze fiction and non-fiction. Non-fiction includes but is not limited to autobiographies, biographies, essays, letters, documentaries and speeches. Fiction includes but is not limited to prose, poetry, drama and visual texts. Students will show an increasing awareness of the power of language for a variety of intentions and contexts. Students will work with texts in order to practice, develop and demonstrate their language and literature skills through oral communication (listening and speaking), written communication (reading and writing) and visual communication (viewing and presenting). They will also read independent books of their choice throughout the year, as well as conducting journal writing on a variety of topics.

Sample of units listed below:
<table>
<thead>
<tr>
<th>MYP UNIT FOCUS</th>
<th>Central Text</th>
<th>Key Concept</th>
<th>Statement of Inquiry</th>
<th>Unit Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mankind is its own Worst Enemy</strong></td>
<td><em>The Monsters are Due on Maple Street</em> by Rod Serling</td>
<td>Relationships</td>
<td>Students will understand that through a narrative, authors reveal how relationships and conflicts influence human behavior.</td>
<td>Narrative Script</td>
</tr>
<tr>
<td><strong>If You Really Knew Me</strong></td>
<td><em>The Outsiders</em> by S.E. Hinton</td>
<td>Perspective</td>
<td>Students will understand that influences, choices and perceptions affect perspective.</td>
<td>Literature Essay</td>
</tr>
<tr>
<td><strong>In the Course of a Lifetime</strong></td>
<td><em>Walk Two Moons</em> by Sharon Creech</td>
<td>Connections</td>
<td>Students will understand that we are all connected throughout universal needs and experiences.</td>
<td>Unit Exam</td>
</tr>
<tr>
<td><strong>Change Reveals Us</strong></td>
<td><em>Out of the Dust</em> by Karen Hess</td>
<td>Self Discovery</td>
<td>An author’s use of narrative structure and theme can lead to self-discovery of both character and reader.</td>
<td>Research Paper</td>
</tr>
<tr>
<td><strong>Mankind is its own Worst Enemy</strong></td>
<td><em>The Monsters are Due on Maple Street</em> by Rod Serling</td>
<td>Relationships</td>
<td>Students will understand that through a narrative, authors reveal how relationships and conflicts influence human behavior.</td>
<td>Narrative Script</td>
</tr>
<tr>
<td><strong>If You Really Knew Me</strong></td>
<td><em>The Outsiders</em> by S.E. Hinton</td>
<td>Perspective</td>
<td>Students will understand that influences, choices and perceptions affect perspective.</td>
<td>Literature Essay</td>
</tr>
<tr>
<td><strong>In the Course of a Lifetime</strong></td>
<td><em>Walk Two Moons</em> by Sharon Creech</td>
<td>Connections</td>
<td>Students will understand that we are all connected throughout universal needs and experiences.</td>
<td>Unit Exam</td>
</tr>
<tr>
<td><strong>Change Reveals Us</strong></td>
<td><em>Out of the Dust</em> by Karen Hess</td>
<td>Self Discovery</td>
<td>An author’s use of narrative structure and theme can lead to self-discovery of both character and reader.</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

**Individual Oral Commentary**

Students will annotate and prepare a five to seven minute commentary on a passage from either *The Outsiders* or *Walk Two Moons*. This will be conducted one-on-one with their ELA teacher.
Welcome to Family & Consumer Sciences (FACS)! The Family and Consumer Sciences curriculum is a course designed to help young people in a society of constant change to improve their quality of life by preparing them to meet their present and future responsibilities as family members, community members, consumers, home managers and wage earners. We help build futures!

**CURRICULUM TOPICS:** To meet New York State mandated education goals over a period of two years students will experience the Family and Consumer Sciences program in 7th grade for ½ year (1 semester) and in 8th grade for a full year (2 semesters).

<table>
<thead>
<tr>
<th>Career Exploration</th>
<th>Nutrition</th>
<th>Money Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how personal values, personality traits and interests play a vital role when making career decisions.</td>
<td>Understand functions of the six essential nutrients.</td>
<td>Understand entrepreneurship as a career choice.</td>
</tr>
<tr>
<td>Identify education and career goals.</td>
<td>Examine My Plate food guide and the importance of eating healthy fats and whole grains.</td>
<td>Develop budgeting skills and learn to make educated decisions regarding purchase choices.</td>
</tr>
<tr>
<td>Identify and research career options for future career planning.</td>
<td>Analyze personal eating habits.</td>
<td></td>
</tr>
<tr>
<td>Understand and complete a job application.</td>
<td>Apply nutritional guidelines in revamping eating habits.</td>
<td></td>
</tr>
<tr>
<td>Learn the interview process.</td>
<td>Analyze the sugar, salt and fat content of processed foods.</td>
<td>Textiles</td>
</tr>
<tr>
<td><strong>Kitchen Safety and Healthy Cooking</strong></td>
<td>Understand that obesity is a worldwide epidemic and can be prevented by developing healthy eating habits.</td>
<td>Basic clothing repair.</td>
</tr>
<tr>
<td>Apply safe food handling procedures.</td>
<td>Develop a nutritious and varied menu.</td>
<td>Apply construction/design skills to produce a pillow.</td>
</tr>
<tr>
<td>Understand and apply basic food preparation techniques.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare healthy meals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 7-12 Health curriculums have been developed to ensure that all information about health is conveyed within a comprehensive health education program. It is widely recognized that health is a means to virtually all educational ends and effective school programs are the means to student health. Research clearly demonstrates that healthy individuals learn best.

The Health Education Department at Merton Williams supports building a foundation for lifelong wellness. Wellness incorporates all areas of an individual’s development...integrating social, emotional, environmental, and physical health. The goal of this course is to deliver a sequential comprehensive program which fosters development in all of the above-mentioned areas. This course can play a leading role in enabling students to lead healthy, active lives and strive for lifelong wellness now and in the future.

“What is very clear is that health and education for children are inextricably intertwined. A student who is not healthy is not a student who will profit from the educational process. Likewise, an individual who has not been provided assistance in the shaping of healthy attitudes, beliefs and habits early in life, will be more likely to suffer the consequences of reduced productivity in later years.” (Health Problems of Children and Youth: A Challenge for Schools, Health Education Quarterly (1991) 1:11-14).

We look forward to meeting your incoming seventh grader and supporting their overall wellness.
Most of our incoming 7th graders will have completed the Introduction to Language and A little about Me unit planners in 5th and 6th grade in both Spanish and French as part of the International Baccalaureate Middle Years Programme. Near the end of 6th grade, students choose to study either French or Spanish. At Merton Williams, French and Spanish 1A (grade 7) and 1B (grade 8) are equivalent to one year of language study, which fulfills the NYS graduation requirement of one LOTE credit, when students successfully complete both the 7th and 8th grade courses and the Regional Proficiency Exam (SLP) is passed at the end of grade 8. If a student does not pass the Regional SLP, or the 1A or 1B course, the level 1 course would need to be repeated and passed in 9th grade at the HS in order to earn the NYS required graduation credit.

Topics of study in both French and Spanish

<table>
<thead>
<tr>
<th>7th grade</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of 5th and 6th grade topics</td>
<td>Review</td>
</tr>
<tr>
<td>Family and Home life</td>
<td>Community and Shopping</td>
</tr>
<tr>
<td>Education</td>
<td>Body and Daily Routine</td>
</tr>
<tr>
<td>Leisure activities and weather</td>
<td>Healthy Food Choices</td>
</tr>
<tr>
<td>Physical Environment and Travel</td>
<td>Occupations and Technology</td>
</tr>
</tbody>
</table>

World Languages
The ability to use mathematics effectively as a means to better understand the world around them is the right of every student in Hilton. Through the study of mathematics at Merton Williams, students will become confident learners by developing the necessary attitudes, understandings, skills, and strategies to become mathematically proficient. Students will gain competence in problem solving, mathematical reasoning and proof, making connections, communication, and mathematical representation.

Merton Williams offers the following courses with corresponding units of study:

**Math 7**
- Number Sense – Rational Numbers
- Algebraic Expressions
- Equations and Inequalities
- Proportional Reasoning (percents and rates)
- Statistics and Probability
- Geometric Shapes and Measurement

**Math 8**
- Patterning and Functions
- Linear Functions
- Exponents
- Systems of Equations
- Transformations
- Geometry
- Statistics
- Pythagorean Theorem and Irrational Numbers
Math 7 Accelerated

Number Sense – Rational Numbers
Exponents
Algebraic Expressions
Equations and Inequalities
Proportional Reasoning (percents and rates)
Statistics and Probability
Geometric Shapes and Measurement
Multistep Equations
Transformations
Linear Equations

Algebra I

Equations/Inequalities
Functions
Linear Functions
Statistics
Polynomials
Quadratics
Exponential Functions
Pythagorean Theorem

General Expectations

Homework is given on a regular basis.

A scientific calculator will be used by students in the 7th and 8th grades (recommended purchase: TI-30XIIS or TI-30XIIB). If you choose not to purchase a calculator, one will be provided for school use only.

Algebra students will use the TI-NSpire CX model calculator. If you choose not to purchase a calculator, one will be provided for school use only.

Music

It is our philosophy that music education at the middle school is a necessary element in the development of the whole child. We enable the student to develop primary music skills giving the opportunity of life-time aesthetic growth. We aid the student in expressing the wide spectrum of emotions in a constructive and beneficial way. We aid in the growth of self-esteem. We work to give the young adolescent a sense of identity and security within an artistic medium. We enable the student to develop an appreciation of the art of music in a non-threatening, nurturing learning environment.

General Music 7

General Music builds on the skills developed throughout the student’s elementary music experiences. Students work through four MYP units. First is the “Rhythm of Life,” where students explore in depth how rhythm is created and how it is manifested traditionally, non-traditionally, and world-wide. In “Learning an Instrument” students learn basic skills on the guitar and the keyboard. We explore styles of music that exist now, in the past, and around the world in “Sounds Abound.” Finally, students explore what it takes to tell a story through different genres of musical theater in the “Break a Leg” unit. This course fulfills the music requirement for middle school, but students are still able to participate in the chorus program as 8th graders if they choose. Students may participate in General Music and a performance ensemble if their schedule permits. General Music is a year-long course.
**Chorus**
Chorus is an option for all students in 7th and 8th grade who enjoy singing and performing. Students explore participation in vocal music through three units. First is "Defining Technique" where students learn the basics of singing and using their often-changing voice. In the “Know the Score” unit students look in-depth at the notation involved in vocal music, which will prepare them for any high school vocal experience as well. “Not Just Notes” examines the expressive elements of singing which help a performance live! Chorus students are expected to participate in all required concerts. When possible, boys and girls are separated for parts of rehearsals in order to address the unique vocal needs of each group. Chorus fulfills the music requirement for middle school. Students may participate in chorus and another music class if their schedule permits. Chorus is a year-long course.

**Band**
Band is available to all students who have studied an instrument in elementary school. In 7th grade, students explore units in “Rhythm” and “Meter”. Students in 8th grade continue with units in “Melody” and “Playing Beyond the Page”. Participants are expected to practice daily in order to develop their skills on the instruments. All band students are required to participate in scheduled concerts as well. Band fulfills the music requirement for middle school. Students may participate in other music courses as well as band if their schedule permits. Beginners will only be accepted with teacher approval. Band is a year-long course.

**Physical Education**
The Physical Education department at Merton Williams teaches 15 different instructional units throughout the two ears that your children attend MW. The units are a variety of team sports, cooperative games and fitness that align to our broader MYP units that entail offensive and defensive strategies, skills, routine creation and fitness. Although physical fitness is the focus of seven weeks of instruction, it is infused into everything we teach at the middle school level. We strongly believe that being physically fit at this age creates and maintains healthy habits that last a lifetime.

Merton Williams is a special place, and we feel very fortunate for the opportunity teach your son/daughter. We look forward to meeting your child and to another great year!

Your kids will LOVE Physical Education here at Merton Williams!
Welcome to Merton Williams! Science in grades 7 and 8 will be fun and exciting yet rigorous and challenging. You will find science playing a much larger role in the education of your child than it did in elementary school. Our teachers have high expectations for student work habits and we embrace the MYP philosophy that students be actively engaged in their learning to get the most out of it. Students will be encouraged to make connections between science and their life. Teachers also work together, across curricular areas, to help students to see the connections between what they learn in science and in other classes.

There are 3 major concepts that students will be studying in science. These concepts are energy, systems and interdependence. Students will study how these important concepts are applied throughout science and through the new Next Generation Science Standards. We also offer two accelerated Regents level science courses; Earth Science and Living Environment.
7th grade science
- Topics taught in 7th grade science include:
  - The properties of matter, forces and interactions, energy and waves, cells and systems

8th grade science
- Topics taught in 8th grade science include:
  - Reinforcement of laboratory and measurement skills, ecology, reproduction and genetics, evolution, earth science

Regents Earth Science – 8th grade students only (by teacher recommendation)
- Topics taught in accelerated Earth Science include:
  - Astronomy, Plate Tectonics, Earth History, Geology, Surface Processes, Meteorology and Climates

Regents Living Environment – 8th grade students only (by teacher recommendation)
- Topics taught in accelerated Living Environment include:
  - Interaction and interdependence, Maintaining a dynamic equilibrium,
  - Genetics & molecular biology, Evolution, Reproduction & Development

Instruction
Science in the middle school is taught using a variety of teaching methods. A large part of student work will be done in laboratory activities. This mode of instruction provides students hands on experiences to help learn content and skills. Students will find themselves challenged in such learning opportunities, and their active participation is vital.

Assessments
Students will be assessed on an ongoing basis using specific criterion set forth by the MYP Sciences guide. The criterion include; Knowing and Understanding, Inquiring and Designing, Processing and Evaluating, and Reflecting on the Impacts of Science. Students will be assessed on each of these criterion twice each year.

Additionally, students will take state assessments. Students taking an accelerated Regents course in 8th grade will take the Regents exam. Students who take 8th grade physical science will take the NYS Grade 8 science test.

Social Studies Department

Seventh Grade: Individuals and Societies

Middle Years Programme Model:
Merton Williams Strives to Maximize the Potential of All Learners
The Middle Years Programme provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections in traditional subjects and the real world.

*Individuals and Societies*, in the Middle Years Programme, while still adhering to the New York State Common Core Social Studies Framework of United States and New York State History, encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals and societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

**Content Outcomes** - Students will:

- demonstrate an understanding of the Early Americas by analyzing the effects of the environment and geography on cultures, researching the factors that led to exploration and colonization, and investigating and comparing the roles and interactions of the various American cultures
- demonstrate an understanding of the Colonial/Revolutionary Period by: investigating the origins of English settlement and the impact of geography, comparing and contrasting the original thirteen colonies, tracing the events that led to the separation from England and analyzing the role of individuals and events during the Revolutionary Period
- demonstrate understanding of the purpose of government by: researching the development and function of the Constitution and its Bill of Rights, analyzing the elements and effects of Federalism, examining the roles of the three branches and the concept of checks and balances and analyzing the rights and responsibilities of citizens
- demonstrate an understanding of the early history of the United States by researching social and political changes and their impact, analyzing the factors that led to sectionalism, technology and its impact and examining the development of nationalism and foreign policy
- demonstrate an understanding of the Civil War era by: examining the political, social and economic issues of the Civil War, tracing the impact of events and the role of important individuals on the era, researching the advances in technology, communication and transportation, by describing the social, political and economic conditions of the South at the end of the Civil War and evaluating the legacy of the Civil War era to the present

**Performance Indicators**

- Students will develop abilities and skills as they study American History by:
  - The regular use of higher levels of thinking
  - Practicing communication skills in writing, speaking and collaborating
  - Beginning to synthesize information in Document Based Question (DBQ) format
- Students will understand and regularly use research skills
- Students will begin to understand and identify bias
- Students will be able to relate Social Studies to their lives and the community

**Eighth Grade: Individuals and Societies**

**Middle Years Programme Model**:

*Merton Williams Strives to Maximize the Potential of All Learners*
The Middle Years Programme provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections in traditional subjects and the real world.

*Individuals and Societies,* in the Middle Years Programme, while still adhering to the New York State Common Core Social Studies Framework of United States and New York State history, encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals and societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

*Individuals and Societies* Guide, Middle Years Programme

**Content Outcomes - Students will:**

- demonstrate an understanding of the economic and political expansion in the U.S. by tracing post-war migration patterns and determining what factors led to the closing of the frontier; examining the immigrant experience as well as the impact on Native Americans; chronicling the rise of big business, the effects of industrialization and the emergence of the U.S. as a world power
- demonstrate understanding of conflict and change in the early 20th century by examining the development of foreign policy, U.S. involvement in both WWI and WWII and the impact on U.S. stature, domestic conditions (social and economic) and government reaction to remedy them
- demonstrate an understanding of the Cold War Era by examining factors that led to the Cold War, analyzing the social, political and economic consequences of the Cold War and researching the U.S. role in the global community
- demonstrate an understanding of the Civil Rights Movement by analyzing the conditions which led to the civil rights movement, tracing the events in the historical struggle for rights, comparing and contrasting opposing viewpoints, and examining current civil rights issues
- demonstrate an understanding of change by examining the impact of technology, environmental and energy issues, changing demographic patterns and outlining the U.S. role in an increasingly interdependent world and describing the impact of individuals and groups on government policy

**Performance Indicators**

- Students will continue to develop abilities and skills as they study American History by
  - Practicing higher level thinking skills such as analysis, synthesis and evaluation
  - Effectively communicating in writing, speaking and collaboration
  - Practicing synthesis of information in Document Based Question (DBQ) format
- Students will demonstrate effective research skills
- Students independently apply Social Studies to their lives and community
- Students begin to incorporate issues of bias in DBQ writing
Project Lead the Way (PLTW) is a rigorous, high school program for students interested in Engineering. Gateway To Technology (GTT), the middle school equivalent to PLTW, is a project-based program designed to challenge and engage the natural curiosity and imagination of middle school students. The teaching techniques, assessment practices and curriculum are completely congruent with the IB Middle Years Programme. The GTT curriculum is divided into six, nine-week independent units.

### 7th Grade

* Automation and Robotics (AR)

Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students acquire knowledge and skills in problem solving, teamwork collaboration and innovation.

* Magic of Electrons

Through hands-on projects, students explore the science of electricity, the behavior and parts of atoms, circuit design and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on their lives.

* Energy and the Environment

Students investigate the importance of energy in our lives and the impact energy use has on the environment. They design and model alternative energy sources and participate in an energy expo to demonstrate energy concepts and innovative ideas. Students evaluate ways to reduce energy consumption through energy efficiency and waste management techniques.

### 8th Grade

* Flight and Space

Students study the history of aerospace through hands-on activities, research and a presentation in the form of an infomercial. Students explore the science behind aeronautics and use their knowledge to design, build and test a model glider. Simulation software is used to expose students to traveling and living in space.

* Design and Modeling (DM)

This unit uses solid modeling software (a sophisticated mathematical technique for representing solid objects) as part of the design process. Utilizing this design approach, students understand how design influences their lives. Students also learn sketching techniques and use descriptive geometry as a component of design, measurement and computer modeling. Students brainstorm, research, develop ideas, create models, test and evaluate design ideas and communicate solutions.

* Science of Technology

Students trace how science has affected technology throughout history and learn about applied physics, chemical engineering and nanotechnology though exploratory activities and projects.
COUNSELING
FOOD SERVICE
HEALTH OFFICE/ATTENDANCE
Merton Williams School Counseling Program is a comprehensive developmental program geared toward meeting the needs of young adolescents. Adolescence is often a time of enormous change and growth for young people. Having counselors available to support and guide our students through the academic, social and emotional challenges inherent in middle school is critical to the wellbeing of individuals while at the same time positively influencing school climate.

How students access their school counselor:
- Parent referral
- Teacher referral
- School Administration referral
- Self-referral: students are made aware of all the counseling services available to them during a classroom presentation at the beginning of the school year. During this presentation students fill out a needs assessment to let the school counselors know if they are interested in counseling services
- Appointment slips are available in the counseling office. Students are made aware of these slips during the counseling presentations.

The purpose of school counseling is to support students to:
- Foster self-understanding and self-awareness
- Develop stress management and coping skills
- Express emotions in a healthy way
- Learn self-advocacy skills
- Explore career and higher learning opportunities
- Achieve academic success
- Explore extracurricular activities
- Discuss home and family stressors and learn positive coping.
- Develop appropriate social skills
- Learn to develop positive peer relationships

Services Available:
- Individual counseling
- Parent consultations
- Academic advisement
- Group counseling
- Mediations between peers
- Teacher/administration consultations and collaboration
- Connection to outside resources

*All counseling services are voluntary and confidential
Breakfast and lunch are served daily at Merton Williams with three lunch periods. We continue to strive to offer kid-friendly, nutritious meals for our students, having eliminated foods high in fat, sodium and calories.

The secondary lunch menu at Merton Williams offers several options for the students. In addition to two hot entrees, salads and yogurt plates, pizza of several varieties is offered daily. Our pizza is made with a low sodium sauce, low fat mozzarella and whole grain crusts. All lunches come with choices of fresh fruits, hot vegetables and various other nutritional items. Healthy snacks, 100% juice, ice cream and water are offered daily on the snack line in the large cafeteria. We also have a daily snack line.

The secondary breakfast menu offers hot breakfast twice a week and several options for breakfast daily including low sugar cereal, bagels, yogurt, whole grain muffins and a variety of fresh fruits.

While students at the elementary schools give their names to the cashiers when their classes arrive, at the middle school, students will use pin pads with their student numbers. During orientation, food service employees will be on hand to help you make the adjustment an easy one.
Health and Attendance Information

Health Office

New York State Education law requires that every 7th grader have a physical exam. Immunizations are considered part of a child’s physical. A physical is considered incomplete without proper immunizations. This may be done by your private physician. A meningitis vaccine is a requirement for all 7th graders prior to the first day of school. Without the meningitis vaccine, students will not be able to attend school or recertify for a sport.

Vision and Hearing screenings will be done sometime during the school year on 7th graders.

8th Graders will have Scoliosis screenings done by the Nurse during the swimming section of their physical education class.

If your child is interested in playing a Modified Level sport, Hilton Athletics is excited to offer you the convenience of online registration (re-certification) for sports clearances through FamilyID, www.familyid.com.

FamilyID is a secure registration platform that provides you with an easy, user-friendly way to register for our athletic programs, and helps us to be more administratively efficient and environmentally responsible.

Please call the school nurse Nancy Schoenweitz, RN at 392-1000, ext. 3193, with any questions you may have regarding these issues.
Attendance

**Student absences:** Please call the attendance office, 392-1000, extension 3151, **every day** that your child will be absent from school. The exception to this is if you are on vacation and have called ahead with the date(s) that your child will be absent, you need only make one call. Anytime that contact is not made via a phone call or follow-up note following an absence, those absences will be entered as unexcused. A written note should be sent in within three days* following any absence and the child can deliver it to the Health Office. Notes after three days cannot be accepted to change an unexcused absence to an excused absence. Voice mail is available 24 hours a day so you may also call to leave a message about your child’s late arrival to school due to a medical appointment. Without a note or a phone call to/from a parent, we cannot take a child’s word for arrival to school from a medical appointment/illness and these tardies will be entered as an unexcused tardy to school. *per District calendar policy

**Early dismissals:** Whenever possible, please send a note in with your child the day of the appointment. Please make sure to state the time you wish to pick your child up and the specific reason for the dismissal in order to ensure that the attendance code is properly entered. Have your child turn it into the attendance office first thing in the morning upon their arrival to school at which time a pass will be issued to the child to leave their class/building at the specified time. They are then responsible to leave their class at the specified time and will be able to sign themselves out at the front security desk. For appointments that arise during the day, a parent will have to sign out their child in the Health Office. Please keep in mind that we do not call the student down until a parent is here to sign them out.
EXTRACURRICULAR ACTIVITIES
Be a Friend Club

Purpose
To match up middle school students with elementary classes at Quest and Village Elementary schools for a variety of activities including: tutoring, reading buddy, classroom helper (correct papers, put up bulletin boards, etc.), and classroom activities.

Requirements
Merton William students complete a club application in the fall. Students need to be responsible and willing to give of themselves to help others. Each student will be assigned to a specific class/teacher for a specific day or days. Students must notify the club advisor and their assigned teacher if they are unable to fulfill their “Be a Friend” assignments. Only those students in the “Be a Friend” club will be allowed to visit the elementary building.

Transportation
Students walk to the assigned elementary school immediate after dismissal. A late bus pass will be issued at Merton Williams for transportation home.

Science Olympiad
Science Olympiad is an academic team that competes against other schools from throughout Monroe County in various scientific events. Events include such things as balsa wood bridge building, robots that play billiards, and rubber-band powered planes. Other events cover such topics as entomology, meteorology, astronomy, anatomy, and many more. If students enjoy science and want to take this enjoyment beyond the classroom, they are strongly encouraged to join the Science Olympiad Team.
Eighth Grade Trip

Important Fundraiser Dates – 2019-2020
(Pending Board of Education Approval)

Each year the 8th graders go on a field trip in May. Students have a choice of an extended trip to Washington, D.C., or local day trips to sites in and around the Rochester area.

The extended trip costs approximately $550 and the local trip costs approximately $50. To help defer the cost, we offer three fundraisers a year, for a total of six by the time the trip occurs in May of their 8th grade year. Often students who begin fundraising in 7th grade are able to pay for their entire trip with the credits they earn.

The Washington, D.C., trip is a four-day bus excursion which allows students to experience many aspects of the American History studies. In the past, it has included visits to monuments and memorials, museums and government buildings. The trip also serves as an 8th grade bonding experience as the vast majority of the class participates. Social opportunities, such as a culminating class social, are interspersed into the daily schedule. Hotel accommodations, transportation, tours and most meals are incorporated into the cost.

The local trip is an alternative to the Washington, D.C., trip. The length of the school day sets the timetable for daily field trips. Past field trips have included excursions to Frontier Field, Police and Fire Training Facility and bowling. Itineraries vary from year to year and may be impacted by the weather.

Below are the tentative dates of the fundraisers. Information will be available in the school newsletter, through letters sent home with your child and on the 8th grade trip web page which can be accessed at:

- [www.hilton.k12.ny.us](http://www.hilton.k12.ny.us)
- Choose Merton Williams
- Choose 8th grade trip

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2019</td>
<td>Niagara Chocolate Sale</td>
</tr>
<tr>
<td>November 2019</td>
<td>Candy order pickup</td>
</tr>
<tr>
<td>February 2020</td>
<td>Great American Magazine Drive</td>
</tr>
</tbody>
</table>
Environmental Club

Environmental Club is a student organization that focuses on environmental issues. The club is open to all 7th and 8th graders. The club meets once a week and is responsible for the paper recycling program at Merton Williams. The club hopes to educate the school and community about recycling and other environmental issues. Our focus is to think globally and act locally.

Foreign Language Clubs

Are you interested in learning about other cultures? If so, here are some examples of the fun activities that we do:

**FRENCH CLUB**

- Reading in the Elementary Schools
- Learn about French culture through hands on experience
- Field trips to museums and French restaurants
- Enjoy making and eating French food
- Participate in National Foreign Language Month
- Bonne Homme de neige Competitions (snowmen)
- Boules (Bocce) Tournament
- Mardi Gras Celebration

**SPANISH CLUB**

Spanish Club is open to all students here at Merton Williams. Spanish Club does a variety of activities here at school and in the Monroe County area. Normally, the activities we do are cultural in content. The activities vary each year based on student interest.

Examples of what we have done are: making authentic foods (thanks to the generosity of the MW FACS department for letting us use their facilities after school), attending cultural events in the area, dining out at an authentic restaurant to practice our Spanish and try new foods, making crafts, decorating/celebrating for Hispanic holidays, and helping out with Foreign Language Week. Suggestions for activities are always welcome!
Math Club

Math Club is an extra-curricular activity open to all students. We meet twice a month to engage in fun math-based activities. Students can come as often as their schedule allows. No sign-up necessary.

Peer Mediation

Peer mediation is an after school club that has teamed up with Peer Leaders to help encourage positive role models in our building. Students participate in many morale-boosting activities such as welcoming new students to our building, volunteering at school events and helping with Special Olympics. Students also are trained to help mediate other students in a time of need or in a situation of disagreement among their peers. Peer Mediators are asked to help others make positive choices and present strategies to encourage positive behaviors in our schools.

Intramurals

Art Club          Swimming          SADD
      Tech Club      Fitness Center      FACS Club

Musical Extracurricular Activities

Jazz Ensemble
The Merton Williams Jazz Ensemble is an audition-based ensemble. The Jazz Ensemble performs a variety of music in the jazz catalogue. The group rehearses twice week and performs in a variety of performances inside and outside of the school day. The Jazz Ensemble also performs at the Hilton Central School Districts “Evening of Jazz.” Students must be a member of the Merton Williams Instrumental Program to participate in this ensemble.

Wind Ensemble:
The Merton Williams Middle School Wind Ensemble is an audition-based ensemble. The Wind Ensemble performs a variety of challenging Concert Band Literature. The Wind Ensemble rehearses after school and will perform several times a year in school performances and competitions. This group is perfect for students who are seeking that extra challenge in band. Students must be a member of the Merton Williams Instrumental Program to participate in this ensemble.

Noteworthy Young Men (NYM)
This is an opportunity for male singers to explore vocal literature written just for them! Rehearsals are held after school twice each week from late September to June. NYM performance opportunities include holiday assemblies at each
elementary school, featured numbers in Broadway Show Night and other chorus concerts, Grandfriends Breakfast, music festival competitions, and possibly more. No audition is required for this ensemble. Students who participate in NYM as well as a sport can be dismissed early from rehearsals to attend practices and matches.

**Ladies’ Ensembles**
This is an opportunity for female singers to sing 2-3 part choral literature written just for ladies! Auditions are required for all three ladies’ ensembles and students must be in either chorus or chorale to participate. Rehearsals are held after school twice a week.

- **Mertonettes** (September – December) - This ensemble performs for the Fall/Winter Concert and also performs for all 3 elementary schools in December.
- **Broadway Babies** (January – March) – This ensemble performs for Broadway Show Night in March and Grandfriends Breakfast in May.
- **Treble Makers** (April – June) – This ensemble performs for the June concert and also participates in the Music Festival Competition at Darien Lake in June.

**Vocal Solo Fest**
This is an opportunity for more serious vocal students to perform for a NYSSMA adjudicator for a rating and a comment. Private lessons and sight singing classes are held after school to prepare students for Solo Fest from April to the end of May.

**Merton Williams Talent Show**
The Talent Show gives any Merton Williams students the opportunity to showcase their talents. It is not a competition. Talents may include but are not limited to singing, dancing, playing an instrument, comedy, acting, or karate. Students must audition to participate in the Talent Show.

---

### National Junior Honor Society

Attention 7th grade parents: It is never too early to begin thinking about National Junior Honor Society. Please review the requirements students must meet prior to induction with your 7th grader. Students must be in the 8th grade, have a 95.0% grade point average (student GPA will not be rounded) for the entire 7th grade year, complete a total of 25 hours of community service in at least three organizations, and provide letters of recommendation and signatures of adults who can attest to their leadership qualities, character and citizenship.

The procedures for selecting students for the National Junior Honor Society are as follows:

- During the final quarter of 7th grade, students who have a 95.0% overall grade point average for the first 3 quarters combined are invited to an informational meeting. Advisors give the prospective students necessary information regarding community service and recommendations so students may begin working on the requirements over the summer.
At the beginning 8th grade, students whose overall 7th grade G.P.A. is 95.0% or above (for the four quarters of 7th grade) are issued a formal invitation letter and requirement forms.

The academically eligible students turn in their paperwork by the end of September.

A faculty screening committee made up of five teachers evaluates the candidates and determines if each has met the criteria.

During the year, we will meet a number of times to prepare for their Induction Ceremony.

This is a broad overview of the requirements and procedures for induction into the National Junior Honor Society.

Students will need to reapply once they are in high school if they are interested in joining the National Honor Society.

---

**Quebec Trip**

This is an amazing opportunity for our students enrolled in the French Language Program here at Merton Williams. Students travel to Quebec to experience the culture and get a taste of the rich history of this old city. Students participate in activities like dog sledding, snow shoeing, and they visit an old sugar shack. This 100% guided tour exposes students to the French language, culture and food, and provides them with a lifetime of great memories.
School Store

The School Store is a great club for students to join! It is a great way to participate in an organization during the school day.

Who? School Store workers are students who are responsible people who want to help others by running a school store.

What? The store provides school supplies for students and staff to purchase. From papers to pens, folders to erasers galore, we have it all!

When? Our store is currently open during lunch periods daily. Students work occasional lunch periods and some study halls with a co-worker. (They still get to eat their lunch, of course!) We also hold once-a-month meetings after school to discuss needs and socialize with each other in a relaxed, supportive environment.

Why? Working in the store provides many positive opportunities to learn business experience. (They do not get paid, of course.) It is a wonderful way to join a club that is comfortable and enjoyable. As students are actively involved all year, they feel a part of the greater school community.

If interested, or you would like more information, please contact Mrs. Tenny, School Store Advisor, by phone at x3168, e-mail ptenny@hilton.k12.ny.us, or drop by my room #133 by the MIR. I look forward to hearing from you or your child.

Ski/Snowboarding Club

Do you enjoy being outside in the winter? Are you a skier or snowboarder or have thought about learning to ski or snowboard? The middle school Ski/Snowboarding Club might be the thing for you. The club is sponsored by Hilton-Parma Recreation and run by Hilton teacher/chaperones. Student packages at Bristol Mountain are based on individual needs and can include: lift tickets, lessons, rentals and transportation. Cost is based on the package chosen, but ranged last season from $240 - $380, with an option for transportation only. Special Ski Club forms will be available for registration in September and October, and can be found at Merton Williams and at the Hilton-Parma Rec Office on Henry Street. Come enjoy a life-long winter activity.

Student Council

Student Council is an elected group of students who represent the student body. Our elected 8th grade officers run monthly meetings with representatives from Cadet Councils to discuss agenda items including community fundraisers and student activities. Students have opportunities to develop leadership and communications skills as students across teams and grade levels work with school personnel and the greater community on service projects and Spirit building activities. Committee meetings after school are open to members and students with special interests in specific activities. Our goal is to unite the Student Body and generate school and community spirit so that our students invest their energy into being respectful, responsible and productive members of both Merton Williams Middle School and our Hilton community.
MODIFIED SPORTS
One of the many opportunities you will have at the Middle School level is to participate in Interscholastic Sports for the first time. We offer over 20 interscholastic Sports at the various modified levels over three different seasons. In this packet, you will find information that will help you and your child navigate through their first school sponsored athletic experience.

The Interscholastic Sports Program at Hilton is one steeped in pride and tradition. It is based on the foundations of discipline, sportsmanship, teamwork and citizenship. We believe that participation in athletics is a positive experience. It teaches our young people about discipline, respect, responsibility, teamwork and cooperation. It is hoped that these traits will stay with our student athletes for a lifetime. It is indeed a privilege to wear the school colors and be a Hilton Cadet!

Please know that prior to participation in an interscholastic sport, student athletes must have a current physical. Our school physician comes to the district (High School and Merton Williams Health Office) to provide these physicals at no charge (summer only).

**Student Athlete Expectations** - The Athletic Department recognizes and supports that the primary responsibility of student athletes is educational. Therefore, the Athletic Department endorses the concept that student athletes should work to their potential in the classroom and be committed to maximum academic success. While scholastic achievement is determined on an individual basis, the administration and the athletic department reserve the right to determine student’s eligibility to participate in athletic events.

**Frequently Asked Questions - What does Modified B sports mean?**
- This level is designed and made available to students in grade 7 and 8. This program prepares student athletes for the next level of competition by placing emphasis on sportsmanship, learning athletic skills and game rules, fundamentals of team play, social-emotional growth, physical conditioning, and healthy competition.
  - Combined teams; these teams have a mix of both 7th and 8th grade students on the same team.

- **What does Modified A sports mean?** - The Modified A level is primarily designed and made available to student-athletes in Grades 7, 8 and 9. This program prepares student-athletes for the junior varsity level of competition by placing emphasis on sportsmanship, learning athletic skills and game rules, fundamentals of team play, socio-emotional growth, physical conditioning and healthy competition.
Our goal is to maximize participation and playing time for student-athletes. However, if the number of students trying out for the team creates a situation that is difficult to manage, poses a safety problem or is problematic because of facility considerations, reducing team size by “cutting” may be necessary. Ultimately, the number of teams and size of the team rosters in any sport will be determined by the availability of league schedules, financial resources, qualified coaches and suitable facilities.

- Can my son or daughter play more than one sport per season?
  No, each student can only play in one sport per season.

- Will the modified B sports make cuts?
  Most teams do make cuts. Every student is given between three and five days to try out and demonstrate their ability in that specific sport. There are a few sports that do not cut, if a student is willing to make the commitment. These sports are Cross Country, Track and Field, Swimming and Football.

- What is Athletic Placement Process?
  The Athletic Placement Process is a screening of student athletes to determine their readiness to compete on a high school aged team (Varsity or JV). The intent of this program is to permit the truly exceptional student-athlete the opportunity to participate safely at an appropriate level of competition based upon readiness rather than age and grade. The varsity coach recommends to the athletic director those student athletes who should be considered for this process. Requests that are only from parents or student athletes will not be honored.

A great deal of helpful information can be found on the Athletics Page, located on our District Website. In addition, the following Monroe County Public School Athletic Conference link, www.mcpsac-ny.org will provide you access to The Hilton Cadets Sports Schedules and other related topics. We also encourage students to listen to morning announcements when school is in session, as this is another way that our coaches will communicate with their student athletes.
HILTON CENTRAL SCHOOL DISTRICT
INTERSCHOLASTIC SPORTS

FALL

Boys
Cross Country
Football
Soccer

Girls
Cross Country
Soccer
Cheerleading
Volleyball

WINTER

Basketball
Swimming
Wrestling

Basketball
Cheerleading
Swimming

SPRING

Baseball
Lacrosse
Track

Field Hockey
Lacrosse
Softball
Track
The administration of Hilton employs a policy of progressive discipline. Students who violate the Code of Conduct will receive consequences which adequately match the infraction. However, if a student continues to violate the rules of the Middle School, the severity of consequences will increase.

**Restorative Practices**

Either alone or in conjunction with another consequence, restorative practices are employed when a student or students break the code of conduct. Such practices aim to build healthy communities, increase social capital, decrease incidences of negative behaviors, repair harm, and restore relationships. As an educational institution, we work to achieve this by teaching our students how to communicate well, care for one another and reflect on their actions.

**Lunch Detention:**

Lunch detention can be used for a variety of reasons, the first being to remove a student (a “time-out”) from their assigned cafeteria as a way of managing inappropriate behavior. It can also be used as an alternative to after-school detention, if assigned by a teacher or administrator. Students may be assigned for more than one day depending on the severity of the infraction.

**After School Detention:**

Detention is for students who have violated the Code of Conduct. Assignments to detention are made by the teachers, Principal and Assistant Principal. Students are normally given one day advance notice of the assignment and parents/guardians are notified via phone call or email prior to the detention being served, in addition to receiving a letter within a few days. Transportation home will be provided.

**In-School Suspension:**

When students are assigned to In-School Suspension, they must report to the ISS room immediately on the day assigned. In-School Suspension is from 7:25 a.m. to 2:15 p.m., and transportation home will be provided. Students should bring any and all textbooks, assignments, pens, notebooks, etc., that they will need for the day. Students assigned to ISS will have restricted lavatory and lunch privileges.
Short Term Out of School Suspension:

Students may be suspended from school for one to five days by the Principal, usually upon the recommendation of the Assistant Principal. If a student is suspended, an administrator will contact his/her parents/guardians by telephone to explain the reason and to ask them to pick the student up at school that day if necessary. A follow-up letter will be delivered to the home within 24 hours that will explain the reason for the suspension. A parent conference may be held prior to the student being reinstated in school. Suspended students are not permitted to take part in any school activities, home or away, while they are suspended. **Students are not allowed on school grounds during their suspension.** except to keep an appointment with an administrator. Students may receive additional consequences if they are found on school grounds without permission.

Long Term Suspension:

If progressive discipline administered by the building staff does not appear to be effective, the Principal may recommend a student for a **Superintendent Hearing** to determine whether or not a longer-term suspension and/or an alternate form of instruction is appropriate. Such a recommendation may also be made in the case of a serious single incident, particularly one that endangers the health, safety, or welfare of the staff or other students. In such a Hearing, students and their parents are entitled to a clear statement of the reason for the recommendation, representation by legal counsel, and an opportunity to present witnesses on his/her behalf.

After School Cafeteria Expectations

Merton Williams’ Code of Conduct applies to after school hours as well. Our expectations are as follows:

- You must arrive to the team supervision area no later than 2:20pm. After 2:20, a pass will be required.
- When students arrive, they must already be changed for practice, if appropriate, and have **ALL** belongings with them.
- While in the café, student must sit with teammates, unless otherwise directed.
- No more than eight students at a table.
- Students are expected to use quiet indoor voices and remain in their seat unless given permission otherwise.
- Students cannot leave the café without a pass from a supervisor.
- No cleats or bare feet are allowed in the café.
- Students are responsible for cleaning up after themselves.
Late Bus Information

While it is true that our regular dismissal time is at 2:15, the middle school is far from empty when the busses leave. We have one late bus run that our students can take – it travels from MW to QUEST at 3:25, and the students go home from there. Our students can stay for a variety of reasons – extra help with a teacher or peer tutor, waiting for practice or a game, conducting research in the library, and participating in clubs, intramurals or musical groups. We encourage all our students to take advantage of the MANY after school activities. However, there are a few things they need to keep in mind:

♦ Students need to report to the large cafeteria to receive their late bus passes.
♦ Students need to make their plans ahead of time with their parents and teachers before staying after to ensure that they are safe and accounted for.
♦ Staying after is a privilege and can be revoked if our students are not respectful. They are guests on the late bus with the elementary students.
♦ Sporting event spectators are not allowed to stay after school until the game begins. They must go home on their regular bus and get a ride back to school at the appropriate starting time.

A large part of the middle school experience is the ability to make choices regarding the after school activities that are available. We want all our students to take advantage of these enrichment opportunities.
CODE OF CONDUCT
AND
DISCIPLINE GUIDELINES
Code of Conduct

HILTON CENTRAL SCHOOL DISTRICT CODE OF CONDUCT 2019-20

PLAIN LANGUAGE SUMMARY

The Safe School Against Violence in Education (SAVE) and Section 100.211 of the Regulations of the Commissioner of Education require that each school district adopt a written policy on school conduct and discipline “designed to promote responsible student behavior.” Each year a public hearing is held annually after which the Hilton Board of Education re-authorizes a K-12 Code of Conduct. A copy of the complete Code of Conduct document is available on the Hilton District Web Site https://www.hilton.k12.ny.us and at every school’s main office. The Code of Conduct applies to all students, school personnel, parents and other visitors when on school property or attending any school function.

Roman numeral designations found in this summary correspond to the specific areas of information within the complete Code.

I  PHILOSOPHY STATEMENT
The Board of Education (BOE) is 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. The Board of Education (BOE) recognizes the need to clearly define these expectations for acceptable conduct on school property, outline possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

II  DEFINITIONS
For the purposes of this Plain Language Code of Conduct, the following definitions apply:

Bullying
Bullying means intentional, repeated acts of verbal, physical or written aggression by a peer (or group of peers) operating from a position of strength or power with the goal of hurting the victim physically or damaging status and/or social reputation. (See harassment/bullying below.)
Disruptive Student
“Disruptive Student” means an elementary or secondary student under the age of 21 who is substantially disruptive to the educational process, impeding the delivery of a quality education or substantially interferes with the teacher’s authority over the classroom. (NYS Education Laws §3214(2-a)(b). This behavior may include students who:

- Continuously interfere with the educational process.
- Continuously interfere with the educator’s authority over the school environment.
- Demonstrates a persistent unwillingness to comply with reasonable instructions.

Harassment/bullying: the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying as defined in Education Law § 11(8), that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. (Education Law §11[7])

Controlled Substance: A drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulation applicable to this policy.

Cyberbullying: Harassment/bullying, through any form of electronic communication.

Hazing: Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment.

Illegal Drugs: A controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substance Act or Federal Law.

Serious Bodily Harm: Defined in law to refer to one of the following:

a) A substantial risk of death.
b) Extreme physical pain.
c) Obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ, or facility.

Weapon
A firearm as defined in 18USC s/s921 for purposes of the Gun Free School Act. It also means any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument or substance that can cause physical injury or death when used as a weapon.

III  RIGHTS & RESPONSIBILITIES
The Board is committed to safeguarding rights given to all students under state and federal law. In addition to those rights, all students have the right to:

1. A safe, healthy, orderly, and civil school atmosphere;
2. Take part in all District activities on an equal basis regardless of age, race, religion, color, national origin, sex, sexual orientation, gender identity or disability;
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty as in connection with the imposition of the penalty,
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
5. A school community that is drug and alcohol free (including tobacco products and e-cigarettes).

All District students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and show respect to other persons and to property.
2. Be familiar with and abide by all District rules, policies, and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused, and be in class, on time, prepared to learn.
4. Work to the best of their ability in all academic and extra-curricular activities and strive toward their highest level of achievement possible.
5. Comply with directions(s) given by school personnel in a respectful and positive manner.
6. Work to develop self-discipline and effective coping skills to appropriately manage emotions.
7. Where appropriate, work to develop mechanisms to control anger and aggression.
8. Seek help in solving problems before it leads to conflict or discipline.
10. Dress appropriately for school and at school functions.
11. Conduct themselves as representatives of the District when participating in or attending school sponsored events, and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

**IV ESSENTIAL PARTNERS**

Essential partners are stakeholders who have a collaborative responsibility for school safety and compliance with the Code of Conduct. They include students, parents, staff, building administrators, superintendent and the Board of Education.

The Board of Education recognizes its obligation to adopt a code of ethics setting forth the standards required of all Board members, district officers and employees under the provisions of the General Municipal Law. Therefore, every Board member, officer and employee of the district, whether paid or unpaid, shall adhere to this code of ethics.

**V STUDENT 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 as outlined in the Code of Conduct.
Each building principal or his or her designee 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.

*For a more in-depth version of the Student Dress Code, please refer to the Code of Conduct found on our District Website.*

---

### VI PROHIBITED STUDENT CONDUCT

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial. Therefore, before seeking outside assistance, teachers will first use all of their resources to create a change of behavior in the classroom except in instances of serious student misbehavior. When the teacher has made every effort to bring about positive behavioral change, and has been unsuccessful, the student will be referred to the administration. At that point, the administration will decide what further action will be taken. Students who break the law, use or possess illegal drugs, use vulgar language, or exhibit inappropriate behavior will be held accountable not only to the District disciplinary code but may also be referred to the appropriate law enforcement agencies.

### VII VIOLATIONS OF THE CRIMINAL CODE

Any student observing a student possessing a weapon, alcohol, or illegal substance (including e-cigarettes and nicotine) or committing a crime on school property or at a school function shall report this information immediately to a teacher or administrator who initiates the process to notify parents and begin disciplinary proceedings.

Violations that constitute a crime may result in contact with appropriate law enforcement agencies.

---

### VIII DISCIPLINARY INTERVENTION: PROCEDURES, PENALTIES, AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student’s ability to grow in self-discipline.

**Procedures**

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- The student’s age.
- The nature of the offense and the circumstances that led to the offense.
- The student’s prior disciplinary record.
- The effectiveness of other forms of discipline.
- Information from parents, teachers and/or others, as appropriate.
- Other extenuating circumstances.
- As a general rule, discipline will be progressive. This means that a student’s first violation may merit a lighter penalty than subsequent violations. Individual behavior management plans or the severity of an incident may preclude a gradual process.

**Penalties**
Depending upon the nature of the violation, it is the Board’s desire that student discipline be progressive: i.e. a student’s first violation may merit a lighter penalty than subsequent violations. It is also the Board’s desire that an employee or agent take into account all other relevant factors in determining an appropriate penalty. The penalties may be imposed either alone or in combination.

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Disciplinary options that may be imposed for violations of the student disciplinary code range from but are not limited to, a warning, detention, teacher removal of disruptive pupils and short/long term suspension as outlined in the Code of Conduct. It is understood that the District has the authority to assign consequences based on age and grade-level appropriateness and/or individual circumstances.

**Referrals**

- The Principal or the Principal’s designee shall process all referrals for students to counseling and/or social services and or human service agencies.
- The District may also file a PINS (Person in Need of Supervision) petition in family court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment.
- The District may report a crime committed by a student to appropriate authorities.

---

**IX ALTERNATIVE INSTRUCTION**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law 3214, the District will take immediate steps to provide alternative means of instruction for the student.

---

**X DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that certain procedural protections apply to students with disabilities whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

---

**XI CORPORAL PUNISHMENT**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. The district will file all complaints about the use of corporal punishment with the New York State Education Department in accordance with Commissioner’s Regulations.
XII STUDENT SEARCHES AND INTERROGATIONS
The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials must tell the students why they are being questioned. In addition, the Board authorizes the superintendent, building principals/administrators, the school nurse and District security officials to conduct searches and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the District Code of Conduct.