

HAZELWOOD SOUTHEAST MIDDLE SCHOOL

2022 – 2023

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This handbook has been prepared for the students and parents/guardians of Hazelwood Southeast Middle School. It presents information which will help answer questions about the school.

Please read the information carefully and keep this booklet for future reference. The practices and procedures outlined are presented in the best interests of all members of Hazelwood Southeast Middle School. These pages are devoted to the structures and rules that govern Hazelwood Southeast Middle School.

We encourage parents and guardians to visit the school. We are proud of what happens at Hazelwood Southeast Middle School and we welcome any opportunity to share information about the education of your child. The staff at Hazelwood Southeast Middle School is always available to help you.

Education is a cooperative effort between parents/guardians, teachers, and administrators. By working together, we can provide the best educational experience possible for you and your child. If you have questions regarding the school, please feel free to contact us.

Hazelwood School District Mission Statement

In a culture of **high expectations** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Hazelwood Southeast Middle School Mission Statement

Hazelwood Southeast Middle School is a collaborative community that ensures responsible 21st century learning through a growth mindset.

Hazelwood Southeast Middle School Motto

Going Above and Beyond

Administration

Name	Role	Email Address	Phone Number
John Williams	Building Principal	jwilliams6@hazelwoodschoools.org	314-953-7701
Melanie Davis	Assistant Principal 6 th Grade	mdavis3@hazelwoodschoools.org	314-953-7764
Dr. Rhonda Harris	Assistant Principal 7 th Grade	rely@hazelwoodschoools.org	314-953-7734

Office Staff

Name	Role	Email Address	Phone Number
Terri Jones	Principal's Secretary	tjones7@hazelwoodschoools.org	314-953-7703
Etienne Norwood	Secretary – 6 th Grade	enorwood@hazelwoodschoools. org	314-953-7762
Marie Bell	Secretary – 7 th Grade	mbell1@hazelwoodschoools.org	314-953-7732
	Registrar		314-953-7702

Office Hours

7:30 a.m. to 4:00 p.m.

Student Support Staff

Name	Role	Email	Phone Number
Tammy Williams	6th Grade Counselor	@hazelwoodschoools.org	314-953-7765
Ebony Jones	6th Grade Home School Communicator	ejones3@hazelwoodschoools.org	314-953-7748
Robert Hartley	7 th Grade Counselor	rhartley@hazelwooschoools.org	314-953-7735
Rhonda Watson	7th Grade Home School Communicator	rwatson@hazelwoodschoools.org	314-953-7728
Katre White	8 th Grade Counselor	kwhite@hazelwoodschoools.org	314-953-7715
	8 th Grade Home School Communicator		
Daniel Hartwell	Social Worker	dhartwell@hazelwoodschoools.org	314-258-3496
Duane West	Dean of Students	dwest1@hazelwoodschoools.org	314-953-7714

Program of Studies

	6th Grade	7th Grade	8th Grade
	English Language Arts - ELA 6	English Language Arts - ELA 7	English Language Arts - ELA 8
	Mathematics - Math 6	Mathematics - Math 7 - Accelerated Math 7	Mathematics - Math 8 - Algebra 1
	Science - Integrated Science 6	Science - Integrated Science 7	Science - Integrated Science 8
	Social Studies - Social Studies 6	Social Studies - Social Studies 7	Social Studies - Social Studies 8
	Electives - Art - Band - Choir - Exploring Music - Google 101 - Digital Citizenship - Physical Education - Health - Orchestra - Spanish - SAIL**	Electives - Art - Band - Choir - Exploring Music - Family and Consumer Science (FACS) - Physical Education - Health - Automation & Robotics - Orchestra - Spanish - SAIL**	Electives - Art - Band - Choir - Exploring Music - Family and Consumer Science (FACS) - Physical Education - Health - Medical Detectives - Gateway App Creators* - BlendLab* - Computer Science for Innovators and Makers* - Orchestra - Spanish - SAIL**

*Course is only offered at Hazelwood East Middle School.

**Only for students that qualify for gifted services

Elective Wheel

Middle School students are offered two elective courses per quarter on an A-day/B-day schedule. Middle school students have two options for their elective pathway.

Option 1: Exploratory Wheel

The exploratory wheel is an opportunity for students to experience a wide-range of learning opportunities. Each class is one quarter. Classes included in the exploratory wheel include, but are not limited to, the following:

- Art
- Exploring Music
- Spanish
- Introduction to Computers
- Family and Consumer Science
- Gateway

Option 2: Music Wheel

The music wheel is an opportunity for students to participate in a yearlong course focused on Choir, Band, or Orchestra. The music wheel is designed to develop individual skills as well as prepare students for advanced level music courses in high school. Choir, Band, and Orchestra members perform at school concerts, assemblies, community events, and music festivals throughout the year.

Regardless of the elective pathway selection, all middle school students are required to take two quarters of Physical Education and 1 quarter of Health each year.

COURSE DESCRIPTIONS

English Language Arts (ELA)

ELA 6

The 6th grade English Language Arts course is designed to transition 6th graders into middle school by increasing their communication skills through the exploration of themes - Changes within Ourselves, Changes within Society, and Changes throughout History. Through reading, writing, speaking, and the study of the English Language, students will build vocabulary via intentional practice and closely analyze a variety of texts in multiple formats. Teacher modeling of reading comprehension strategies will help students become stronger readers and better understand reading strategies that will assist them in processing more challenging texts. Through collaboration with teachers and peers, students will develop clear communication skills in writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. A print/electronic portfolio which contains work samples and reflections of their growth as learners will follow them to the next grade-level. English Language Arts 6 is a required course for sixth grade students.

ELA 7

The 7th grade English Language Arts course is designed to promote essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Students will read and respond widely and deeply to gain a deeper understanding of the human experience through the use of three themes - Friendship, Courage, and Perception. Students will have multiple opportunities to expand their

academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in a variety of formats. Using reading strategies and critical thinking, students will analyze a variety of texts, speeches, media and writing to build critical thinking skills. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas through written and verbal articulation. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow then to the next grade-level. English Language Arts 7 is a required course for seventh grade students.

ELA 8

The 8th grade English Language Arts will help students grow in the areas of reading, writing, listening, and speaking. The course will continuously build on students' vocabulary, reading comprehension, critical thinking, and writing skills through explicit vocabulary instruction and modeled reading comprehension strategies. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and multimedia text presented in various formats. Critical thinking skills are further developed through rigorous texts and writing activities. Themes of individuality, civilization, and humanity will be the focus. The ability to independently pursue and acquire information will be taught through text, speech, media and writing analysis. Students will produce multiple pieces of writing for a variety of purposes and will practice presenting and defending their ideas verbally. Students will maintain a print/ electronic portfolio which contains work samples and reflections of their growth as learners and will follow them to the next grade-level. English Language Arts 8 is a required course for eighth grade students.

Spanish

Middle School Spanish 6

Middle School Spanish 6 is an immersive course where students explore the world of Spanish-speaking people by studying and comparing cultures and communities. Students are introduced to the culture and learn basic language patterns and conversational phrases. Additionally, students learn to make relevant connections to their own culture by examining their personal likes, family, holidays, and activities.

Middle School Spanish 7

Middle School Spanish 7 immerses students in the Spanish-speaking world through the study of Spanish-speaking people. Students will compare and contrast cultures and learn basic language patterns and conversational phrases that will allow them to use descriptive language to describe family and friends, likes and dislikes, and order food in a restaurant.

Middle School Spanish 8

Middle School Spanish 8 teaches students about Spanish-speaking people and their culture through immersive activities. Students will explore the Spanish-speaking world by studying and comparing cultures and communities. Students learn basic language patterns, conversational phrases, make relevant connections to their own culture, and virtually travel to Spanish-speaking countries.

Mathematics

Math 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Math 7

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Math 8

In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Accelerated Math 7

This course differs from the non-accelerated 7th Grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. The critical areas are as follows: Critical Area 1: Students develop a unified understanding of number, recognizing fractions, decimals, and percents as different representations of rational numbers. Critical Area 2: Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Critical Area 3: Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. And Critical Area 4: Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects.

Algebra 1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Students who successfully complete Algebra 1 will receive high school credit for the course upon scoring proficient or advanced on the MAP End of Course exam for Algebra 1 in their 9th grade year).

Social Studies

Social Studies 6th Grade

This is an introductory world history course. This course integrates history, geography, economics, government and the study of diverse cultures while investigating Mesopotamia, Ancient Egypt, Ancient India, ancient China and Early Latin America. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations and cooperative learning.

Social Studies 7th Grade

This is an introductory world history course. This course integrates history, geography, economics, government and the study of diverse cultures while investigating Ancient Greece, Ancient Rome, Middle Ages and African Trading Kingdoms. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations and cooperative learning.

Social Studies 8th Grade

This course explores American History from the age of exploration through Reconstruction. This course integrates geography, economics, government and the study of diverse cultures while investigating American History. Students will gain a better understanding of the world they live in by studying the past through primary and secondary sources, critical thinking, simulations and cooperative learning.

Science

Science combines essential topics from Life, Physical and Earth Science to provide students with a comprehensive survey of the nature of science, its practices, its limitations, and its capabilities. Students will explore topics from varying perspectives, from a macroscopic view of organisms and their place in the universe to a microscopic analysis of the factors that affect organisms and their environments, and vice versa. Topics studied include populations and ecosystems, energy needs of organisms, heredity and natural selection, properties of matter, weather and climate, Earth's geologic past, the Universe and more.

Integrated Science 6

In integrated science 6, students explore the impact of disruptions on ecosystems, characteristics of living things, and physical properties of matter. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

Integrated Science 7

Integrated Science 7 focuses largely on physical science as students study force, motion, energy, and electricity. Students also engage in lessons to understand aspects of weather and climate, and they learn about factors that influence the inheritance of traits in organisms. Students relate the crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

Integrated Science 8

Integrated Science 8 prepares students for success on the Missouri Assessment Program (MAP) with a focus on the universe, fossils and plate tectonics, and chemical properties of matter. In each unit, students review concepts in Earth, Physical and Life Science that were covered in grades 6 and 7. Students relate the

crosscutting concepts to the core ideas learned and utilize science and engineering practices to understand related phenomena.

Electives – all electives are a quarter unless indicated otherwise

Required Electives

6th Grade Health (1 quarter required)

By the end of 6th grade, students will study the nine body systems and functions. They will recognize the effects of physical development, influence of learning, and the effects of growth and development. Students will research the immune system, diseases, health concerns, and factors that include a healthy lifestyle including healthy interactions with others as well as healthy nutrition. They will explore health career fields, consumer services, public agencies, and learn how to respond to emergency situations. Students will discover how to reduce the risk of injury and understand how different substances and medications affect the body.

7th Grade Health (1 quarter required)

Students will identify the body systems used during activity and the role they play in developing a healthy level of fitness. They will explore careers and job opportunities that exist in health and fitness related professions. Students will analyze consumer health issues and products to make wise decisions about fitness. They will learn about myths and facts about exercise, including activity, equipment, and products. Students will review nutritional content of foods using a variety of resources and technology to be able to select appropriate foods based on energy needs, food preferences, nutrient requirements, and representation on the food pyramid. Students will understand the relationship between diet and exercise and describe how a nutritional diet enhances fitness capability. They will learn about the importance of overall wellness to the development of individual that includes social, emotional, physical, and mental needs. 7th grade students will also receive instruction over human sexuality.

8th Grade Health (1 quarter required)

Students will identify the body systems used during activity and the role they play in developing a healthy level of fitness. They will explore careers and job opportunities that exist in health and fitness related professions. Students will analyze consumer health issues and products to make wise decisions about fitness. They will learn about myths and facts about exercise, including activity, equipment, and products. Students will review nutritional content of foods using a variety of resources and technology to be able to select appropriate foods based on energy needs, food preferences, nutrient requirements, and representation on the food pyramid. Students will understand the relationship between diet and exercise and describe how nutritional diet enhances fitness capability. They will learn about the importance of overall wellness to the development of individual that includes social, emotional, physical, and mental needs.

6th Grade Physical Education (2 quarters required)

By the end of 6th grade, students will identify warm ups, cool down, stretching, conditioning and be able to explain the importance of each for performance and injury prevention. Students will explain rules of the activities and use correct terminology. They will demonstrate enjoyment, team building, self-expression, and social interaction through physical activity through a variety of sports, games, and dance. Students will illustrate sportsmanship through cooperation, leadership, self-control, and fair play during the physical activity

while displaying respect to others. They will demonstrate balance and control while developing skills to specific tasks and physical fitness. Students will understand the direct relationships between diet and exercise and how nutrition enhances fitness capability.

Units of Study: Personal Fitness, Gymnastics, Rhythms, Team Sports, Playground Activities, and Recreational Games

7th Grade Physical Education (2 quarters required)

Students will be introduced to basic training methods, safety precautions, proper nutrition and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President's Challenge Test will be administered. They will be provided experiences in fundamental forms of locomotion to music with an emphasis placed on dance activities and/or creative expression. Students will be acquainted with basic knowledge, rules, simple strategies, and competition with a variety of team sports that may include basketball, flag or touch football, volleyball, soccer, softball, team handball, and floor hockey.

Units of Study: Personal Fitness, Rhythms, Team Sports

8th Grade Physical Education (2 quarters required)

Students will be introduced to basic training methods, safety precautions, proper nutrition and cardiovascular development. The proper execution and form of basic exercises will be stressed. The President's Challenge Test will be administered. They will be provided experiences in fundamental forms of locomotion to music with an emphasis placed on dance activities and/or creative expression. Students will be acquainted with basic knowledge, rules, simple strategies, and competition with a variety of team sports that may include basketball, flag or touch football, volleyball, soccer, softball, team handball, and floor hockey.

Units of Study: Personal Fitness, Rhythms, Team Sports

Other Electives

Google 101 (6th grade)

In Google 101, students will learn the basics of Google applications such as Google Drive, Google Docs, Google Sheets, Google Slides, Google Calendar and Gmail. In addition to learning the Google applications, students will also engage in collaboration and teamwork focusing on 21st century skills. Basic keyboarding skills will be implemented using the program Keyboarding Online.

Digital Citizenship (6th grade)

Digital citizenship is the positive engagement with digital technologies. Digital citizenship is essential to help students achieve and understand digital literacy, as well as to ensure online safety, cybersecurity, digital responsibility, and digital health and well-being. Students will explore how to be responsible, safe, and effective when using technology and interacting with others on internet platforms. Students will also work on basic keyboarding skills at their own pace utilizing Keyboarding Online.

Automation and Robotics (7th grade)

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics platform to design, build, and program real world objects such as traffic lights, toll booths, and robotic arms.

Medical Detectives (8th grade)

Students play the role of real life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

App Creators – East Middle School Only (semester)

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, community service—the options are endless!

BlendLab – East Middle School Only (semester)

BlendLab intersects the arts and STEM (Science, Technology, Engineering, and Math) education to provide a hands-on, real world experience for students in music production. The class introduces students to digital music production by fusing geographical and music history lessons. Students will participate in group activities which promote and strengthen collaborative work skills, problem solving, public speaking, creative storytelling, and researching.

Computer Science for Innovators and Makers – East Middle School Only (semester)

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students’ understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

Family And Consumer Science (FACS)

Students work in pairs on randomly assigned computer-based modules for two weeks. The hands-on modules include: Baking & Measurement, Basic Sewing, Careers, Early Childhood, Entrepreneurship: Child Care, Families, Fashion and Textiles, Food Science, Interior Design, Life Skills, Microwave Cooking and Nutrition, Personal Finance, and Snack Nutrition. Each module workstation is set-up for a specific topic and includes a computer and the related resources, equipment, and supplies for students to complete the learning activities and assessments.

6th Grade Orchestra (full year)

The training provided in Fifth Grade Orchestra continues in this course. Students receive instruction in music reading skills, production of a good tone, bowing, and left-hand techniques. Attendance at scheduled performances is mandatory and part of the required class work. This course meets every other day for one middle school class period. It is a full year course. Students must provide their own violin.

7th Grade Orchestra (full year)

This is a performance-oriented course. Students continue to receive instruction in production of a good tone, music reading skills, bowing, and left-hand techniques. The fundamentals of performance within an orchestral ensemble will be developed. Students are prepared for the demands of the more advanced orchestral literature performed in the 7th Grade Orchestra. Orchestral literature in a variety of different styles will be rehearsed and performed. Attendance at scheduled performances is mandatory and part of the required class work. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra Program. Students must provide their own violin. Students should have taken 5th Grade Strings, 6th Grade Orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.

8th Grade Orchestra (full year)

This is a performance-oriented course. Training is provided in technical skills, music reading and in the performance of a broad range of musical styles. More advanced orchestral literature is performed. Students are prepared for the demands of the literature that will be performed in the high school orchestra. Attendance at scheduled performances is mandatory and part of the required class work. Students are encouraged to participate in appropriate enrichment opportunities, such as private lessons, All-Suburban Honors Orchestra, All-District Honor Orchestra, Solo and Ensemble Festival, and the Community Music School Youth Orchestra. Students must provide their own violin. Students should have taken 7th grade orchestra or should show evidence of equivalent training satisfactory to the instructor to enroll in this class.

6th Grade Band (full year)

This course is designed for students interested in beginning level instruction on flute, clarinet, oboe, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba, and percussion instruments (orchestra bells, xylophone, snare drum, bass drum, and other percussion accessory instruments). Students will receive instruction on tone production, music reading skills, basic music theory, and instrument care. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book and supplies.

7th Grade Band (full year)

Seventh Grade Band is designed for the Seventh Grade student who wishes to continue instruction on his/her instrument. Seventh Grade builds on fundamentals taught in beginning woodwinds, brass and percussion classes. An increased emphasis will be placed on ensemble performance skills. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book and supplies. Students should have participated in a successful beginning band experience and/or obtain permission of the Band Instructor to enroll in this class.

8th Grade Band (full year)

This class is designed for the Eighth Grade student who wishes to continue instruction on his/her instrument. Eighth Grade Band builds on fundamentals taught in Seventh Grade. Eighth Grade Band is not an isolated class, but rather the commencement of a program, which continues through Grade 12. Attendance at all performances is required according to the Hazelwood School District Fine Arts Attendance Guidelines for Musical Performance. The student is expected to provide his/her own instrument, book and supplies. Students should have participated in a successful Seventh Grade experience and/or obtained recommendation of the Band Instructor to enroll in this course.

Choir 6 (full year)

Students will study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

Choir 7 (full year)

Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

Choir 8 (full year)

Students will continue to study vocal techniques, ensemble skills, and basic music theory as related to appropriate music level. Performances are mandatory at the discretion of the teacher.

Exploring Music 6

Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches and rhythms. They will perform the music of diverse cultures, different genres, and distinctive styles.

Exploring Music 7

Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches and rhythms. They will perform on piano and guitar the music of diverse cultures, different genres, and distinctive styles.

Exploring Music 8

Students will apply their knowledge of the elements of music in an instrumental setting. They will build on their knowledge by applying and developing their basic music skills as well as be able to identify standard music symbols, pitches and rhythms. They will perform the music of diverse cultures, different genres, and distinctive styles.

6th Grade Visual Art

Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

7th Grade Visual Art

Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

8th Grade Visual Art

Students will continue to develop their knowledge of art through the implementation of the principles and elements of art. They will apply a variety of techniques and skills using various materials to create original 2 and 3-dimensional artworks.

Missouri Connections

In middle school, counselors and teachers will begin to increase exposure to postsecondary options and planning. Missouri Connections is a comprehensive, online, career development and planning program that is provided free of charge to all Missouri citizens. Funded by the Missouri Department of Elementary and Secondary Education (DESE), this program supports the career development efforts of schools, community organizations, and adult job seeker programs. Missouri Connections helps individuals learn about their talents, skills, and interests and makes the connection between planning for continued education and the work world.

- Hazelwood Southeast Middle School students will complete the Missouri Connections program during their 8th grade year.

Individual Career and Academic Plan (ICAP)

Based on information obtained from the Missouri Connections program, the counselor will work with 8th grade students to begin an Individual Career and Academic Plan (ICAP). The ICAP is a roadmap which includes the development of a flexible career focus and an education plan that is clearly-defined, rigorous, and relevant to ensure a successful and efficient transition to postsecondary education and/or the world of work. The process starts in eighth grade and continues through senior year of high school.

An ICAP is developed cooperatively with the student and the student's counselor, teachers, and family members. The plan is reviewed at least annually and revised as needed.

Community Service Hours

When students get involved in community service, they not only help others — they expand their worldview, develop empathy and leadership skills, and realize how their actions can have a positive impact. They also return to the classroom realizing how what they're learning applies to the real world, which reinvigorates their passion for learning. As part of the Redefining Ready Initiative, middle school students in Hazelwood School District are required to complete a *minimum of 10 hours* of community service by the end of their 8th grade year.

Daily Schedule

Period	Times	6th Grade	7th Grade	8th Grade	
1	8:00-8:45	Academic Excellence	Academic Excellence	Academic Excellence	
2	8:50-10:10	Core Classes	Electives	Core Classes	
3	10:15-12:10	Core Classes/ LUNCH	Core Classes/ LUNCH	Core Classes/ LUNCH	<u>Lunch Schedule</u> 10:15-10:45 7 th Grade 10:57-11:27 8 th Grade 11:40-12:10 6 th Grade
4	12:15-1:35	Core Classes	Core Classes	Electives	
5	1:40-3:00	Electives	Core Classes	Core Classes	

Quarter Schedule

Quarter	First Day of Quarter	Last Day of Quarter
Quarter 1	August 22, 2022	October 20, 2022
Quarter 2	October 24, 2022	January 13, 2023
Quarter 3	January 17, 2023	March 16, 2023
Quarter 4	March 20, 2023	June 16, 2023*

* Last possible day of school with maximum snow days used

Grading System

Letter Grade	Grade Percentage
A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - Below

Grading Procedures

Student grades are a combination of Formative and Summative assessments.

Formative Assessments	Summative Assessments
Purpose: Teachers use these “assessments for learning” to inform and guide their instruction and to help individual students better understand his/her areas of proficiency or deficiency.	Purpose: Teachers use these “assessments of learning” to judge the effectiveness of their teaching practices and to improve instruction for students. The assessments help students gain a deeper understanding of what they have learned and how well they have learned it.
Impact on Student: 30% of Quarter Grade	Impact on Student: 70% of Quarter Grade
Examples of Formative Assessments:	Examples of Summative Assessments:
<ul style="list-style-type: none">● Bell work/Do now● Class Work● Warm-ups (Completion / Participation)● Class Discussions● Homework● Rough Drafts● Socratic Seminar Performances (Music, Art / Acting) Bonus/Extra Credit Group Work	<ul style="list-style-type: none">● Quizzes● Projects● Presentations● Labs● Essays● Speeches● Chapter Tests● Benchmark Assessments

Assessment Retake Procedures:

All students will be given an opportunity for ***one attempt per assessment*** to retake an assessment to improve their percentage. This does not apply to benchmarks, mid-quarter, finals, and tests that are graded outside the district.

- Any student requesting to retake an assessment must arrange with the teacher and attend help session(s) before, during, or after school. (This will ensure that the necessary support is provided prior to retaking the assessment).
- All assessment retakes must be completed prior to the next assessment. An Individual Educational Plan (IEP) or a 504 plan may supersede this guideline.
- The student’s final grade on that assessment will be the higher of the two grades.

The Purpose of Homework:

- **Practice** – to help students master specific skills which have been presented in class; students’ speed and accuracy increase with practice.
- **Preparation** – to help students gain the maximum benefits from future lessons’ and/or to set learning goals.
- **Extension** – to provide students with opportunities to transfer specific skills or concepts to new situations through research, comparing items, constructing support for an argument and representing knowledge in a graphic organizers.
- **Creativity/Application** – to require students to integrate many skills and concepts in order to produce original responses.
- The average (nightly total) suggested time length for specific grades levels are:

Grade Level	Suggested Time Length
6th	60 minutes
7th	70 minutes
8th	80 minutes

Late Homework Guidelines:

Students who have missed work due to an ***“excused”*** absence will be given the same number of days to return completed work as days they were absent. For example, if a student is absent 5 school days, then he/she will have 5 school days to get the assignments turned in. Additional time may be granted at the teacher’s discretion. ***It is the student’s responsibility to get the missing homework from the teacher.***

When Students Need Help:

Every middle school student needs help sometimes. When you need help, it is very important that you advocate for yourself and ask for it. You can do this in person with teachers, counselors, or administrators. You can also send your teachers emails. The faculty and staff in our school will always work together to provide you with the assistance you need. We will make every effort to ensure that you know where to go for help when you need it. While you are encouraged to start with your grade-level counselor, every adult in the building is available to help you. When you need help, be sure to ask.

Redefining Ready:

With the Redefining Ready initiative, the Hazelwood School District has committed to ensuring every student leaves the district career-ready, college-ready, and life ready through the development of rigorous and innovative academic programs, personalized and career-specific learning experiences, and social and emotional services at every grade level. Redefining Ready centers around the belief that students are more than a score on a test, students learn in a variety of ways, and students should be able to demonstrate readiness in a variety of ways.

After extensive research and collaboration by a committee of 30 teachers, counselors, parents, and administrators during the 2017-2018 school year, the district developed specific indicators to gauge the college, career, and life readiness of students. Parents can go to the District Website for more information.

	Indicators	
College Ready	Academic Standards	Standardized Testing Benchmarks
	OR	
	By the end of 8 th grade: <ul style="list-style-type: none">● Score at least 1025 on SRI; and● Earn A, B, or C in 8th Grade Math or Algebra 1	By the end of 8 th grade: <ul style="list-style-type: none">● Proficient or Advanced on MAP Math Grade Level Assessment; and● Proficient on MAP ELA Grade Level Assessment
Career Ready	By the end of 8 th grade: <ul style="list-style-type: none">● 90% Attendance● 10-15 hours of community service or participation in extra-curricular clubs/sport● Complete the Missouri Connection Inventory	
Life Ready	By the end of 8 th grade: <ul style="list-style-type: none">● Consistently apply a system of study skills and test-taking strategies to promote academic● Consistently apply a self-management system to promote academic success● Identify the information and skills necessary to transition to high school● Design a four to six-year educational plan● Develop an educational and career plan based on current interests, strengths, and limitations● Identify the training and education required for occupations in career paths of interest● Utilize a portfolio of middle school academic and work experience	

Chromebooks:

Hazelwood School District offers the opportunity for each student to utilize a Chromebook for the 2021-2022 school year. HSD's 1:1 laptop program continues to develop as a unique and innovative instructional program for student learning. The idea is that the laptops support student learning and inquiry, while at the same time, enhancing our curriculum and student engagement in the classroom. For this program to succeed it requires a partnership with parents and students alike.

The computer is always the property of the school district. Students are the caretakers of the laptop, not the owners. Students should use digital devices, networks, and software in school for educational purposes and activities. Also, students should show respect for the device, themselves, and all students when using technology including social media. If students abuse the privilege, use and care of the laptop, they will forfeit their rights to using one or be placed on restrictions. Students may be subject to a disciplinary referral if found in violation of school computer usage.

Taking Care of Your Chromebook: Students are responsible for the general care of the Chromebook issued by the school. Chromebooks that are broken or fail to work properly must be taken to the designated school location. If a loaner Chromebook is needed, one may be issued to the student (if payment has been received) until their Chromebook can be repaired or replaced.

General Precautions:

- Food and/or drink are not recommended near your Chromebook.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook case.
- Students should never carry their Chromebook while the screen is open.
- Chromebooks should be shut down when not in use to conserve battery life.
- Chromebooks should never be shoved into a locker or wedged into a book bag as this may break the screen.
- Chromebooks should not be exposed to extreme temperatures or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Chromebook.
- Always allow your Chromebook to reach room temperature prior to turning it on.
- The protective shell of the Chromebook will only provide basic protection from everyday use. ***It is not designed to prevent damage from dropping it or abusive handling of it.***
- Students must carry the Chromebook in the Hazelwood School District provided protective case.
- The Chromebook screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
- Do not lean on top of the Chromebook.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in the carrying case that will press against the cover.
- Do not poke the screen.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).

- Clean the screen with a soft, dry anti-static, or micro-fiber cloth. Do not use window cleaner or any type of liquid or water on the Chromebook.
- Chromebooks must remain free of any decorative writing, artwork, stickers, paint, tape, or labels that are not furnished by or the property of Hazelwood School District.

****Spot checks for compliance will be done by administration or Hazelwood School District technicians at any time.***

Chromebook Repair and Replacement Costs: Students are responsible for the care of their Chromebooks and all related accessories. Parents agree to pay the following costs for the repair or replacement of the device. The incidents are within one school year.

- First Incident: \$25.00
- Second Incident: \$50.00
- Third Incident: \$100.00
- Fourth Incident: Current Chromebook replacement cost

Internet Access and Use Guidelines

Internet access is available for all staff and students through district network computers and Chromebooks. The Internet is an instructional/learning resource in the school district and, as such, it is available for student's use in all classes as determined by the teacher. ***All students in Hazelwood schools will have Internet access when such access is determined appropriate by their teacher; unless parents or guardians inform the principal in writing that they do not want the student to have Internet access.***

Students using the District's internet access will abide by the following regulations:

- Follow all the Hazelwood School District rules and classroom instructions regarding the use of the HSDNet.
- Seek the permission of a teacher or staff member before accessing HSDNet programs.
- Access only appropriate material that is relevant to the assignment.
- Consult the teacher for guidelines regarding telecommunicating and downloading.
- Use only appropriate school language when telecommunicating.
- Follow all teacher and staff instructions regarding the access/use of files (yours and others.)
- Protect the integrity of the system and the files it contains from damage as the result of vandalism or viruses. This would include the protection of programs and files belonging to an individual, Hazelwood School District, MORENet or NSFNET.

- Electronic mail is not guaranteed to be private. Messages dealing with inappropriate or illegal activities shall be reported to appropriate authorities.

Student Identification Card (ID)

All students must wear their school-issued ID during school hours. Student IDs must be worn on the school-issued lanyard around the neck during school hours. The IDs must be worn in the front and must be visible at all times. Students will not deface their IDs (write on ID, put stickers on ID, etc.). Students must present their ID to any adult when requested.

The student must replace lost or defaced IDs and lanyards for additional costs. Failure to pay fines could impact participation in school-related activities

- **Replacement Cost:** \$5.00

Cell Phone Policy

Cell phones and other electronic devices misuse is defined as the use of any item that can be used to communicate, play music and/or record information in either written, pictorial or video form. Recording video of discipline infraction will cause discipline for the person recording and confiscation of device for possible deletion of video. *Cell phones and other electronic devices are brought at your own risk.*

1. If a student brings a cell phone or electronic device to school, it is to be silenced and placed out of sight from the beginning to the end of the instructional day.
2. Repeated Cell Phone/Electronic Device Policy violations will result in an administrator confiscating the student's device and parents contacted to pick-up the phone at a specific time.

Parent Portal

The Tyler SIS Parent Portal is a web-based, password-protected website that not only displays homework and grade information, you can also see immunization information, attendance and discipline for your student.

By using the portal, students and parents/guardians can:

- View each child's grades, attendance, transportation, discipline, and academic history.
- Student information is displayed in several easy-to-understand views.
- Monitor students' individual, cumulative and class standing grades, which are available as soon as they are posted.
- Keep track of their student's assignment descriptions and attached documents any time over the Web.
- View district and school announcements and system-generated alerts for key events.
- Easily communicate with school staff via a built-in e-mail system.
- Customize their viewing screen, including background color and language preference.

Parent Portal navigation instructions can be found in the back of this booklet.

Parent Visits: Parents are encouraged to stay in close contact with the school. To visit the school, please make an appointment by calling 314.953.7700. At this time, classroom visitations and observations are not permitted.

My School Bucks:

My School Bucks is an online payment service that provides a quick and easy way to add money to your child's meal account using a credit/debit card or electronic check. Parents or Guardians can also view recent purchases, check balances, and set-up low balance alerts for FREE!

MySchoolBucks provides:

- Convenience - Available 24/7 on the web or with the Mobile App for your iPhone, Android or Windows phone!
- Efficiency - Make payments for all your students, even if they attend different schools within the district. Eliminate the need for your students to take money to school.
- Control - Set low balance alerts, view account activity, recurring/automatic payments & more!
- Flexibility - Make payments using credit/debit cards and electronic checks.

Go to www.MySchoolBucks.com to enroll and register for a free account.

2022-2023 Clubs, Sports*, and After School Activities:

*Sports teams will play in the Middle School Instructional League against teams from other districts as well as against teams from other middle schools in the Hazelwood School District

E-Sports (will participate in competitions)	All Year
Boys Football	Fall
Girls Volleyball	Fall
Soccer	Fall
Boys and Girls Basketball:	Winter
Step/Dance (will participate in competitions)	Winter
Cheerleading	Winter
Boys and Girls Track	Spring
Jazz Club	
Choir	
Orchestra Club	
Robotics	
Book Club	
Chess Club	

Uniforms:

No uniforms are required for the 2021-22 school year. However, a dress code policy is noted below:

Student 360 – Parent Portal

Navigation

Enhance your connection between your children and their education.

To begin using the Parent Portal, simply follow these steps:

1. Fill out the [Parent Portal Registration form](http://bit.ly/HazelwoodParentPortal) and return it to the school.
bit.ly/HazelwoodParentPortal
2. Your password will be emailed to the address you provided on the registration form. In this email, you will be given your own unique username and password. At this time you will be able to view schedules, attendance, discipline, course schedule, and course requests. To access the portal:
3. Go to the Hazelwood School District Website, <http://www.hazelwoodschools.org/>
4. Click Students/Parents on the navigation bar.
5. Click Parent Portal.
6. Click SIS Parent Portal Access.
7. Click on the “**Parents**” tab. Enter your unique username and password, and then click “**Logon**”.
You must be on the Parents tab in order for your login to work.

Tyler SIS

Train

Hazelwood School District
High Expectations For All!

Hazelwood School District

Staff Parent Student

User Name:

Password:

[Forgot your parent password?](#)

Login

If you have problems or questions about accessing the site, please contact the school where your child is enrolled or the HSD Helpdesk (314.953.5199).

Once you have successfully logged on, use the “student button” from the menu bar at the top to select the child that you would like to view. Then you can click on any of the blocks to review information for that area (for example: grades or course schedules)

The screenshot shows the Tyler SIS parent portal interface. At the top is a dark blue navigation bar with icons for Back, Home, Menu, and Student on the left, and Year, John Test-Family, Print, and Help on the right. Below the navigation bar, the user's name "Frank Test-Family" and school "Grade 05 - Barrington Elementary School" are displayed on the left, and "Student Summary" and "Academic Year - Aug 15, 2017 - Jun 5, 2018" are on the right. The main content area features a grid of tiles: Academic History, Attendance, Course Schedule, Discipline, Grades, Notification Preferences, Announcements, Calendar (showing Friday, February 23 and Saturday, February 24), Documents, Fees & Billing, Send Email, and Student Details. At the bottom, there is a "Select Tiles" section with a yellow highlight and the text "Choose which tiles are displayed on this page by using Select Tiles icon."

NOTE:

- ☐ If your email address changes, be sure to contact the school and let them know so your contact info can be updated.
- ☐ As part of the security procedures, the **ONLY** way to receive your password is by email. The school office cannot give it to you because they do not have access to your password.

If you forget your password, click the link for *Forgot your parent password?* Enter your email address, and your password will be emailed to you.

The parent portal can be used with the recent versions of modern browsers

PC with IE 9-11, Firefox, Chrome, or Edge with Windows 10. On Windows XP, use Firefox or Chrome.

Mac with Safari, Firefox, or
Chrome Android tablets with
Chrome
iOS with Safari

For PC and Mac, the screen resolution must be set to at least 800x600.

Once inside the Portal, you will have access to several different areas of information for each child you have enrolled in the district. Each of these areas is explained below. **(Some areas and options may not be available for the Hazelwood School district.)**

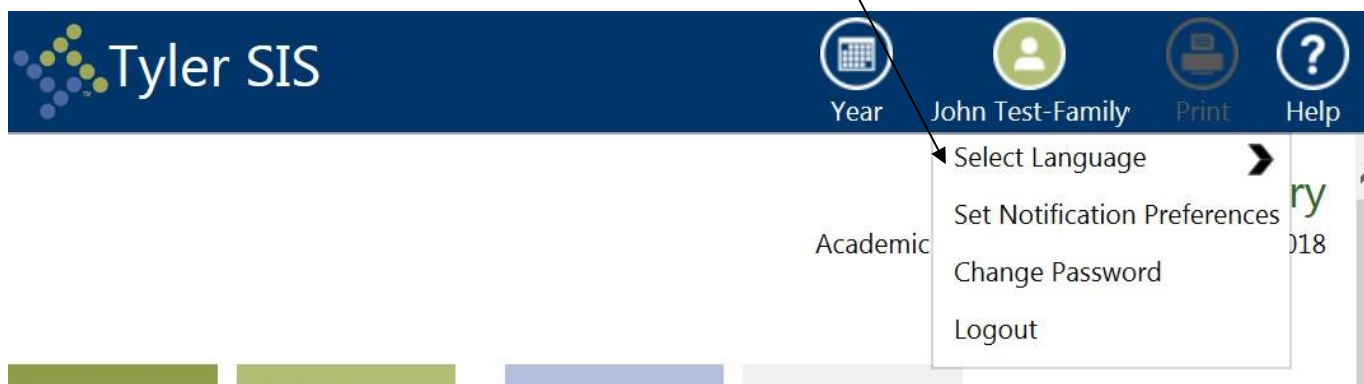
If you have more than one child enrolled, select which child's information you wish to view by selecting from the Student button at the top of the page.



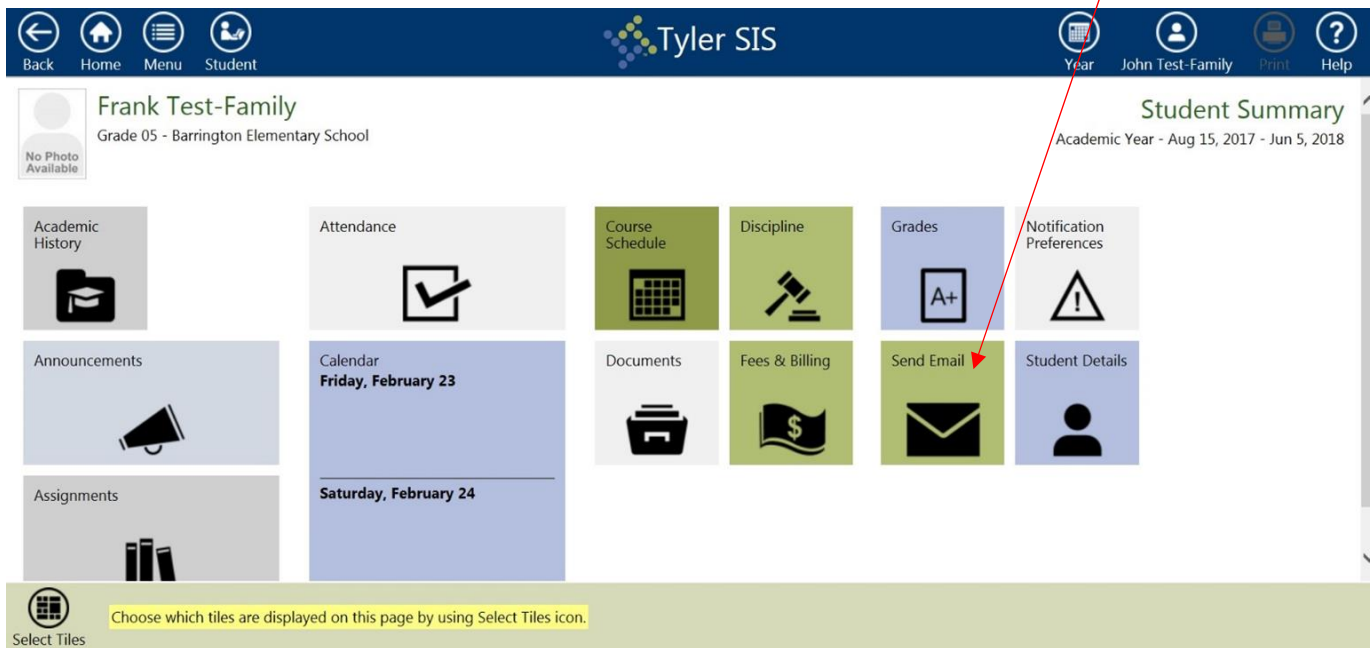
Normally you will want to view information for the current school year, but if you have a need to view information from a previous school year, use the Year button on the right side of the top menu.



If preferred, the Portal can be displayed in Spanish. Use the Select Language option under the User button to select Español. This will translate the fixed text in tabs, buttons, and column headings. Note: Data entered by teachers and administrators will not be translated.



If you wish to email one of your student's teachers or building staff member, click on the Email button from the main section of the home page.



This will bring up the email screen and the select recipients pop-up box (below). You can simply check the box under the TO column for the recipients of your choice. You may also choose to CC a staff member or another member of your household (if their email is on file in our system). Click OK when finished choosing recipients, then simply type your message in the email screen.

Select Recipients

List teachers for ☐ Today's Schedule ☒ This Term ☐ All Year

To	CC	Name	Relationship
<input type="checkbox"/>	<input type="checkbox"/>	Bramlett T	Teacher - RTI - 5
<input type="checkbox"/>	<input type="checkbox"/>	Vaughn K	Teacher - RTI - 5
<input type="checkbox"/>	<input type="checkbox"/>	Schulenberg M	Counselor
<input type="checkbox"/>	<input type="checkbox"/>	Arbetter E	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Cherry-Bates A	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Green B	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	Gunn C	Site Administrator
<input type="checkbox"/>	<input type="checkbox"/>	McLain J	Site Administrator

☒ Deselect All
 ☒ OK
 ☐ Cancel

Home Tab

Course Schedule

By selecting the “course schedule” button, a screen displaying your student’s schedule will appear. You can choose to see their schedule for today, this semester, or for the entire year by using the drop-down View menu.

The screenshot shows the Tyler SIS interface. At the top is a navigation bar with icons for Back, Home, Menu, Student, Year, John Test-Family, Print, and Help. Below the navigation bar, the user's name "Frank Test-Family" and "Grade 05 - Barrington Elementary School" are displayed. A "Course Schedule" link is visible. A "View:" dropdown menu is set to "Today's Schedule". Below this is a table with columns: More, Meets, Term, Course Name, Teacher, and Room. The table lists two entries for "RTI - 5" in the "Year" term, both taught by "Vaughn K".

More	Meets	Term	Course Name	Teacher	Room
+	P6	Year	RTI - 5	Vaughn K	
+	P6	Year	RTI - 5	Bramlett T	

Parents can view the attendance, assignments, and grades by clicking the + button next to a course. .

Calendar

The Calendar displays the student’s course schedule along with assignments, absences, and discipline records. Clicking any of the cells will take you to the appropriate screen to see more detail on that item.

Announcements

Any current announcements from the district are displayed on this page. Use the calendar to change the date and view previous announcements.


Homework

By selecting the Assignments button, parents can view all homework and assignments for all classes. Simply select the course and term from the drop down menus.

The screenshot shows the Tyler SIS interface for the Assignments page. The navigation bar is the same as the previous page. Below the navigation bar, the user's name "Frank Test-Family" and "Grade 05 - Barrington Elementary School" are displayed. A link to "Assignments" is visible. Below this is a "By Course" dropdown menu set to "Upcoming/Missing". At the bottom, there are two dropdown menus for "View:" and "Term:", both set to "(Select)".

By Course	Upcoming/Missing
View: (Select)	Term: (Select)

Grades



Michelle Barker
 Grade 11 - Edwards High School

Grades
 Academic Year - 2015-16

Traditional

Standards-Based

More	Meets	Course Name	Teacher	T1	T2	X1	S1	T3	T4	X2
+	P1	GEOMETRY	Mathman J	F	F	<u>B+</u>	<u>D-</u>			
+	P2	ENGLISH III	Sandiford J	F	C+		<u>D</u>			
-	P3	GOVERNMENTAL STUDIES	Holiman M	A	C+		<u>B</u>			
		Course-Section H2001-02	Assignments		Attendance		Email Teacher			
		Credits Attempted/Earned 0.5/0.5								
+	P4 Lunch	IND/TEAM SPORTS	Dingler K				F			
+	P4 Lunch	ENGLISH II	Ghent C							
+	P4 Lunch	IND/TEAM SPORTS	Dingler K				F			
+	P4 Lunch	ENGLISH II	Ghent C							

Select an underlined grade to see more details.

☐ Show Progress Grades

Student grades display on the Grades screen. This screen combines gradebook grades with posted end-of-term grades to give a complete overview of the student's grades.

The Grades screen has two views: Traditional, where regular letter grades display, and Standard-Based, which shows student marks for curriculum standards. Click the title of each to switch between them.

Update Household Data

Update Household Data

Academic Year - 2015-16

Actions	Form
Edit	Household Parents
Edit	Household Addresses
Edit	Student Information
Edit	Non-resident Parents
Edit	Emergency Contacts

Rather than call or physically go to the school to update information about your household, you can submit updated information via the Update Household Data screen. These submissions still have to be approved by the district, so they may not take effect immediately.

To update information about your household, click the Edit link for the desired form:

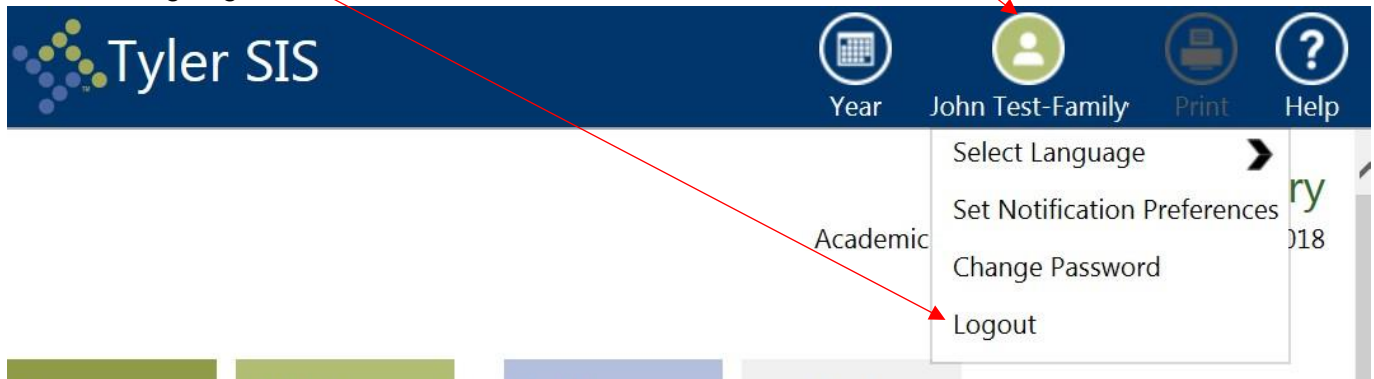
- ☐ **Household Parents** – parents who live in the household and their relationships to each student.
- ☐ **Household Addresses** – the address information for the students' household parents

- **Student Information** – the students' names, birthdates, ethnicity and race information, and other student-specific data
- **Nonresident Parents** – parents who are associated with one or more students in the household and live elsewhere. Edit address and contact data and choose which student(s) with whom a non-resident parent is associated.
- **Emergency Contacts** – set and add emergency contacts for each student. Edit contact data including phone number, calling order (priority), and relationship.

As you work, the data that you changed will be highlighted in orange. Click the Save button on the ToolBar to save your changes. To revert the changes that you've made on a form, click the Start Over button. Click the Return to List button to go back to the list of editable forms.

Logging Out

When you are finished viewing the parent portal, log out by going to your user button in the upper right corner and choosing Logout.



6th Grade Transition Dates

Southeast Middle Visitation to Feeder Schools:

Arrowpoint: April 14, 2022

Grannemann: April 14, 2022

Larimore: April 19, 2022

Twillman: May 17, 2022

5th Grade Visitation to Southeast Middle:

Arrowpoint: To Be Determined

Grannemann: To Be Determined

Larimore: To Be Determined

Twillman: To Be Determined

Virtual Open House for 5th grade parents/students

May 5, 2022 at 6:00pm

6th Grade Academy at Southeast Middle School

August 2-4, 2022 8:10am – 11:10am