



Sachem Central School District SENECA MIDDLE SCHOOL

Transitioning to



and

Developing a Plan for your



Sachem Central School District
Lake Ronkonkoma, NY 11779
www.sachem.edu

Dear Parents,

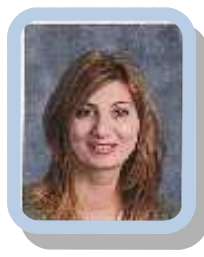
Education is one of the greatest investments a community makes in the life of a child. The Seneca Guidance Department takes great pride in playing a supportive role in empowering young people to build a healthy and rewarding life. Our goal is to partner with students and parents in order to discover the best opportunities for each individual. As students embark on each next phase of life, we strive to provide students with a range of options in order to find that right fit and we endeavor to facilitate the opening of those doors.

Congratulations on embarking on what promises to be an exciting journey. We look forward to working with you.

Sincerely,
Seneca Middle School
Guidance Department



Mr. D. Sheehan
(A - G)



Mrs. A. Conte
(H - N)



Mrs. K. Proctor
(O - Z)



SENECA MIDDLE SCHOOL **MISSION STATEMENT**

The Seneca Middle School community will foster the intellectual, emotional, and physical growth of every child by developing a positive self-image, a strong desire for learning, and a sense of respect for self and others. We will accomplish this by providing a challenging curriculum in a safe and supportive atmosphere, as our children mature into productive citizens.



Mrs. Dolan
Assistant Principal



Mrs. Salvia
Principal



Mr. Holl
Assistant Principal

How to Excel in Middle School & Beyond

- * Attend school everyday
- * Be a positive thinker
- * Be respectful to others
- * Get involved in clubs and activities
- * Be prepared for your classes
- * Get organized
- * Ask for help if needed
- * Do your homework
- * Study for exams
- * Pay attention in class
- * Set goals
- * Follow school rules
- * Don't be afraid to make new friends
- * Always try your best everyday

Study Skills

for Middle School and Beyond

Your child has a better chance of succeeding in college if he or she masters school survival skills now. Here's how you can help your child get organized and learn to study effectively.

"Be sure to study for the test on Friday:" one of your child's teachers is certain to say some day soon.

Does your child know how?

While many teachers spend some class time teaching study skills, students often need more guidance than they get in the classroom. In middle school, there's more homework, it becomes more difficult and it requires analytical skills your child may not have developed yet.

The study skills your child needs to do well on that test on Friday are the same ones he or she will need to succeed in high school and college: **getting organized, taking good notes and studying effectively.**

As your child moves toward independence, he or she is less likely to ask for your advice. Your child will need to go through some trial and error to come up with the strategies most compatible with his or her learning style. And you'll want to encourage your child to take responsibility for his or her own school work. You can help your child by monitoring homework, asking questions and helping evaluate what works for him or her — and what doesn't.

Helping Your Child Get Organized

Getting organized is crucial for your child, says Linda Winburn, a veteran South Carolina middle school teacher who became the 2005 Teacher of the Year. "And the key is parent involvement."

Some tips to help your child get organized:

Provide a place to study. It doesn't have to be a desk, says Winburn. "A kitchen counter is a great place, especially if mom's in the kitchen cooking."

The desk or table surface should be big enough so that your student can spread out papers and books. Make sure essential supplies such as pens, paper and calculator are close by. Have good lighting and a sturdy chair that's the right height available.

Help your child develop a system to keep track of important papers.

If your child tends to forget to turn in homework or can't quite keep track of how they're doing in a class, it might help to get a binder with a folder in the front for completed work ready to be turned in and a folder in the back for papers returned by the teacher.

"For me, staying organized meant creating a system - and sticking to it," says Gabriela Kipnis, now a student at the University of Pennsylvania. "I had fun color-coding, organizing and using dividers, but really, all that mattered was that there was a method that I stuck with."

Make sure your child has - and uses - a planner to keep track of assignments.

Help your child get in the habit of writing down each daily assignment in each subject and checking it off when it's complete.

Encourage your child to estimate how long each assignment will take.

He or she can then plan a realistic schedule, building in study breaks after subjects that are most challenging, and allowing for activities like soccer games and band practice. Helping your child keep track of time spent studying rather than staring at a blank page will help him or her to think about how time is being used. If your child is spending too much time on a subject that might be a signal that he or she needs extra help or tutoring.

Help your child break big projects into smaller ones.

A big research project will seem less overwhelming and will be less likely to be left until the last minute if it's done in manageable chunks, each with its own deadline.

Communicate with your child's teachers.

If your child is struggling with organizational skills, talk to the school counselor or teachers about what might be causing the problems and brainstorm approaches to solve them.

Studying for Tests. Studying for tests is a skill. For struggling students, it's a mystery. - - -

"Unsuccessful test takers don't know where the questions come from," says Jim Burke, a California high school English teacher and the author of a number of books about teaching and learning "The kids who don't succeed tend to think the others are lucky."

"Parents can help their children manage their a time and attention - which means turning off the cellphone, the TV, and the iPod", says Burke.





Some tips to remember in helping your child:

Rereading isn't the same as learning.

"Reviewing alone is not enough," says Kipnis, the UPenn student, reflecting on what she has learned along the way. "Thinking of potential essay questions and outlining them or working out the challenging math problems helps me learn how to apply the material

so that I do not blank when I see the questions on the test."

"For math and sciences, a big problem that I had was that I would spend a lot of time reviewing the concepts, but I wouldn't learn them because I was not practicing applying the concepts," she says. "I was the most productive when I created sheets with tons of practice problems and just practiced applying the concept in many different ways."

There are other ways your student can practice this kind of active learning — highlighting class notes, using Post-its to mark key textbook passages, making study cards, and mapping and diagramming concepts are all useful strategies.

People are productive at different times of day.

Some people focus better in the morning, others at night. Help your child find the times that his or her efforts will be most effective.

Sometimes we just have to memorize.

You may have used a mnemonic like Roy G. Biv to remember the colors of the rainbow (red, orange, yellow, green, blue, indigo, violet) or My Very Educated Mother Just Sent Us Nine Pizzas to remember the correct order of the planets, back when Pluto was still considered the ninth one. Inventing your own silly mnemonic together works just as well and can lighten up a study session.

Help your child make the most of his time. If your child carries a review sheet or book along, sitting in the doctor's waiting room or waiting out a traffic jam can be productive study time. That leaves more time for a basketball game after school.

Make sure your child knows the basics.

Find out the skills students at your child's grade level are expected to have. Middle school students are generally expected to have learned basic multiplication and division facts, for example. If your child can't quickly recall them, it is likely to hurt his or her test scores.

Look for other sources of support.

Find out the best way to reach your child's teachers and keep that contact information handy all year. Is there a college student in your neighborhood who can help with math, a relative who can tutor Spanish? Talk to your child about finding a "study buddy" or group. Study groups can be effective because students can fill in the gaps in each other's knowledge and test their understanding of the material by explaining it to others.

Reflect on what works.

Some questions you can ask your child: How do you know when you've studied enough? How did you keep yourself focused? How much time did you plan to spend and how much did you actually spend? How would you do this differently next time?

Help your child de-stress.

Good study skills can help reduce anxiety, and so can relaxation exercises and regular physical activity. If your child seems unusually anxious about tests, talk to him or her about it. If the work seems too difficult for your child or the workload too great, contact the school.

"Have a conversation with the teacher," says Winburn, the South Carolina teacher. "Maybe the child doesn't need to be doing 100 problems to practice a concept. Maybe 10 is just fine."



“Did You Do Your Homework?”

Parents need to ask more questions than this one, teachers advise. How much should you help with homework?

Monitor homework but remember it's your child's homework, not yours. You can help by asking questions that will guide your child to his or her own solutions.

Some examples:

- What information do you need to do this assignment?
- Where are you going to look for it?
- Where do you think you should begin?
- What do you need to do next?
- Can you describe how you're going to solve this problem?
- How did you solve this problem?
- What did you try that didn't work?
- Why does this answer seem right to you?
- Tell me more about this part . . .



"I TURNED IN MY HOMEWORK TWO DAYS LATE,
BUT NORMALLY IT'S FOUR DAYS LATE,
SO TECHNICALLY IT'S EARLY!"

Your “Media Multitasker”



A recent study by the Kaiser Family Foundation referred to today's children as "media multitaskers," who send instant messages, talk on the phone and listen to music at the same time while doing homework. According to Kaiser, children ages 8 to 18 consume an average of nearly eight hours each day of various forms of media, up from 6 hours in 2005.

But despite what your child may tell you, this could very well hinder learning, according to brain research by a UCLA psychology professor. Dr. Russell Poldrack found that multitaskers learn but they do it differently and cannot retrieve the information as effectively.

Educators recommend students study, “unplugged.” Students should complete homework and assignments without the distractions of phone calls, text messages, Facebook and the like. Middle school is a good time to learn moderation. Teach your child the “time and place” rule. Communication with classmates is an important part of social development - just not at the expense of academics.

Staying Involved

in Middle and High School

When your child moves on to middle or high school, staying involved in his or her education can be tricky. Try these strategies to help your child succeed.

It's not unusual for middle- and high-school students to discourage their parents from coming to school, but parent involvement is important to your teenager's academic success. Studies show that parent involvement is linked to achievement in the upper grades, just as it is in elementary school.

Your middle-school student is likely to be moving from learning in a self-contained classroom with one set of classmates and a teacher to a setting in which there are more teachers, many more students and higher performance expectations. In addition, your child is going through the physical changes that make adolescence an exciting and bewildering time. He or she needs your support at home and at school. Here's how you can help:

Read all information on school policies and curriculum carefully.

Normally, schools send this home at the beginning of the school year.

Subscribe to the school remind and follow Seneca's Twitter, Instagram and Facebook pages.

Help your child turn his or her anxieties into positive action.

Your child may not have told you they're nervous about the transition to a new school, but that doesn't mean they're not. Go over school rules and schedules together. Attend a summer orientation.

Attend school events and stay involved in decisions about what classes to take.

Keeping up with college admissions requirements can help you help your child understand the long-term effects of his choices.

Encourage your child to explore new sports, hobbies or interests.

Help him or her regard failure as a necessary part of learning and growing. It's not unusual for students at this age to avoid new activities because, they reason, they can't fail if they don't try. But they also cut themselves off from chances to develop new interests and paths to success.



Once school starts, talk with your child about what happens at school every day.

Sometimes a casual chat in the car or over an evening snack will help your child feel more comfortable about opening up than an interrogation right after he or you have just come home after a hard day. To avert dead ends to the conversation, avoid asking questions that will get you "yes" or "no" answers. "What's the best/ worst thing that happened at school today?" are good openers.



Get to know several teachers - don't wait for a problem to talk to them.

Don't forget about the guidance counselors - they can keep you informed about your child's progress and behavior.

Middle School College Prep

Most U.S. parents expect their kids to go to college, and most students have the same goal. But they are not necessarily taking the practical steps to get there. You and your child need to start planning for college no later than middle school.

A national survey released by Harris Interactive found that while 92% of seventh- and eighth graders said they were likely to attend college, 68% said they had little or no information about which classes to take to prepare for it.

Counselors, colleges and organizations like the National Association for College Admission Counseling and ACT emphasize that parents should start planning for college no later than middle school. Their reasoning is simple:

Your child needs strong preparation in middle school to take the high school classes that colleges require.

You need to do your homework to make college affordable for your family. There are lots of options to cut college costs - scholarships, low-interest loans, work-study, spending the first two years at a community college - but it takes time to research them and get the information you need to meet application deadlines.

College planning is important for all families, whether parents attended college or not. Rose Fabiszak, director of the College Board's program called College Ed, notes, "The college process has changed, even from four years ago — the forms have changed, there are websites where your child can take a virtual tour of a college."

Helpful steps you can take to jumpstart your planning:



Talk About College

As a parent, your expectations have a huge influence on what your child expects of his/her self, even if your child doesn't want you to know it. You can help them envision their future at a time when the social anxieties and opportunities of middle school loom larger than life after high school. This doesn't mean having an "I expect you to go to Harvard" conversation. Talk to your child about their interests, how they might translate into a college major and career.



Make the School Your Partner

Middle school is the time parents tend to be less involved, but it's the very time your child needs encouragement and guidance. Meet your child's teachers, if you haven't already done so, and make it clear that you want to be kept up to date about any changes in your child's work or behavior. Go over your child's standardized test results with the counselor to identify strengths and weaknesses. Talk to the counselor about your child's interests to see if there are electives and extracurricular activities that will help them develop their talents. If your child needs extra help or more challenging assignments in a subject, talk to the Counselor about how to arrange it.

✓ **Get Involved in Your Child's Choice of Classes**

The research is clear: Kids who take algebra by the eighth grade and geometry by ninth grade are much more likely to go to college than those who don't. These math classes are required to take more advanced math classes in high school and to take science classes like chemistry and physics.

✓ **Get Savvy About College Costs**

Experts emphasize that there are lots of ways to finance a college education, but you have to do your homework. Researching the way the system works, saving options such as 529 plans, and creative financing ideas will keep you from the last-minute panic that leads families to take out high-interest loans.

"You can find money for college," says Fabiszak. "It takes work and - you need to start early."

There are also other cost-cutting measures you'll uncover: Your child can get college credits by taking Advanced Placement (AP) classes in high school or in summer classes at your local community college. That can save you a year's tuition — but your child must be academically prepared to take advantage of these options.



✓ **Encourage Your Child to Read, Read, Read**

It's simply the best preparation for the SAT, ACT or college reading assignments that your child can have.

While you're at it, why not make vocabulary building a family game by learning a word a day? There are lots of free subscription services that will email a word of the day, (www.dictionary.com, for example). Your child can teach the daily word to the rest of the family at dinner and quiz you at the end of the week.

✓ **Challenge Yourself**

Take the most challenging courses you can, study hard and earn good grades. Your hard work will pay off. The better you do in rigorous courses, the better prepared you will be for the exams and assessments you'll take later. Take at least five academic classes every semester in high school to develop skills in reading, writing, speaking, listening and reasoning. Make it your goal to do more than to just "get by."

✓ **Believe**

You can succeed! Strengthen your reputation by doing your best - always.

Time Management Tips for Students

Managing your time well is an important element of success — especially if you're a student. If you set priorities that fit your needs and lifestyle, you'll have a better chance of achieving your goals. Here are some tips for taking control of your time and organizing your life.

1. Make a To-Do List Every Day.

Put things that are most important at the top and do them first.

2. Use Spare Minutes Wisely.

When you're commuting on the bus or in the car, use the time to get some reading done.

3. It's Okay to Say No.

If your friend asks you to go to a movie on a Thursday night and you have an exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

Reviewing helps you reinforce what you've learned, so you need less time to study before a test. You'll also be ready if you get called on in class or have to take a pop quiz.

6. Get a Good Night's Sleep.

Your brain needs rest to perform at its peak. Lack of sleep makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls or text messages are proving to be a distraction, tell your friends that you are only available at certain times of day and not to expect a response at other times.

8. Become a Taskmaster.

Give yourself a time budget and plan your activities accordingly. Figure out how much free time you have each week before you add any commitments.

9. Don't Waste Time Agonizing.

Instead of agonizing and procrastinating, just do it. Wasting an entire evening worrying about something that you're supposed to be doing is not productive, and can increase your stress.

10. Determine Your Priorities.

You can't do everything at once. Establish the importance of each item. Then set realistic goals that are attainable.

These tips and other suggestions are available at www.collegeboard.org

SQ3R

A Great Reading and Studying Technique

SQ3R stands for “Survey, Question, Read, Recite, Review.” It is a proven technique to sharpen your study skills.

In college, you'll be required to do lots of reading. You'll often have to complete reading assignments in several different books for several different courses at the same time.

SQ3R helps make reading and studying purposeful and effective, so that you use your time most efficiently. Here's how this strategy works.

Survey

Let's say your assignment is to read one chapter. First, get an idea of what the chapter is about by reviewing the highlights:

Read the title, headings and subheadings.

Notice words that are italicized or bold.

Look at charts, graphs, pictures, maps and other visual material.

Read captions.

Read the very beginning and end of the chapter.

Question

As you survey the text, ask a question for each section. Ask what, why, how, when, who and where questions as they relate to the content. Here's how you can create questions:

Turn the title, headings or subheadings into questions.

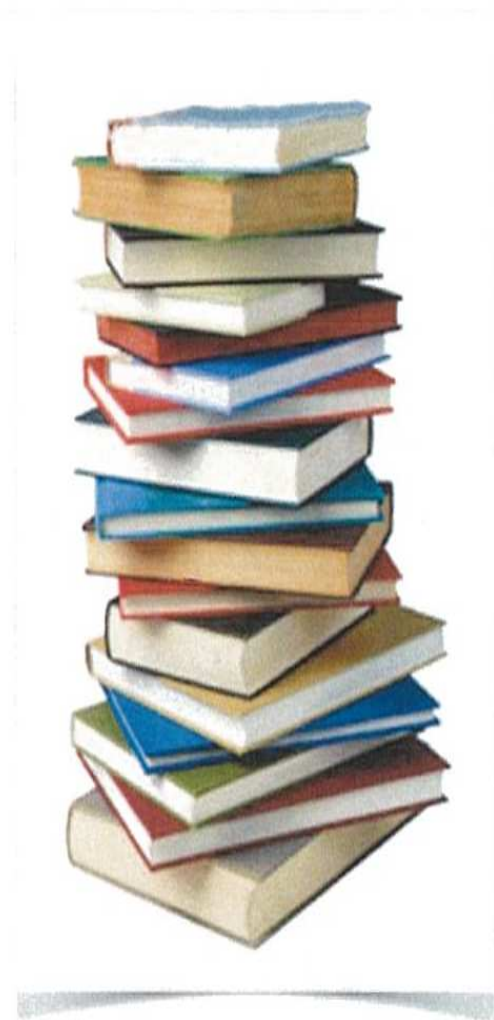
Rewrite the questions at the end of the chapter or after each subheading in your own words

Write down your questions. Questions help you pay attention, understand the text better and recall the information more easily later on.

Read

Read one section of the chapter at a time, actively looking for an answer to your question for that section. Pay attention to bold and italicized text that authors use to make important points.

Be sure to review everything in the section, including tables, graphs and illustrations — these features can communicate an idea more powerfully than written text.



SQ3R (continued)

Recite

At the end of each section, look up from the text and in your own words recite an answer to your question for that section. Then write down your answer. Be sure to provide examples that support it.

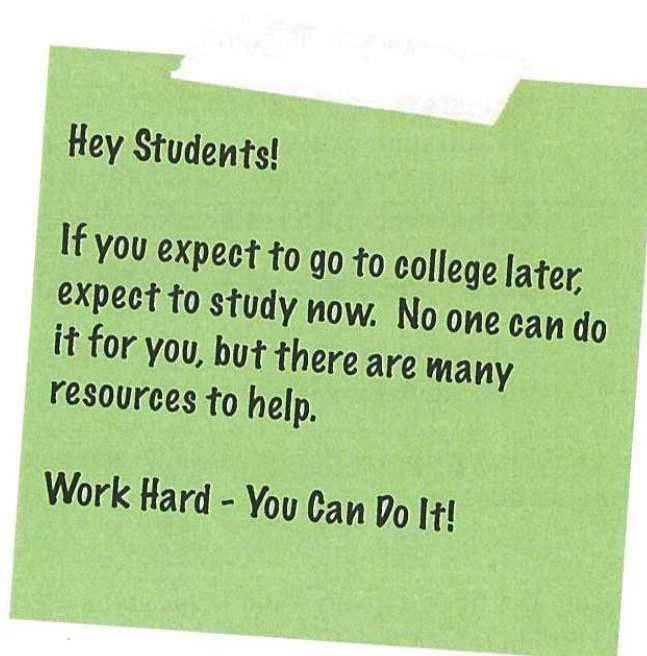
Now repeat the Question, Read and Recite steps for each section of the chapter. First ask a question for the next section. Then read to find the answer. Finally, recite the answer in your own words and jot it down. The written questions and answers can help you study in the future.



Review

After completing the chapter, review your notes. Identify the main points by looking for the most important idea in each section. Recite, or write, a brief summary of the assignment.

Review your study notes every week to help you remember the information. When it's time to prepare for your tests, you'll find you've created an invaluable study guide.



The SQ3R method and other great suggestions are available at www.collegeboard.org.



The 6th Grade Academic Program



Includes English Language Arts, Mathematics, Science/Health, Social Studies, Physical Education, Art and Music. Students may also be enrolled in Chorus, Band and/or Orchestra, Academic Intervention Services, Resource Room or Re-Teach.

BAND, CHORUS & ORCHESTRA:

These courses meet every other day. Students in Band and orchestra also will be required to attend lessons that rotate throughout different periods. Students will be “pulled out” of classes on a rotating schedule.

HONOR ROLL:

All students must have an overall average of a 90 to be placed on the honor roll.

All subjects count on this calculation.

NYS Assessments - 6th Grade English Language Arts (ELA) and the Math Assessment are administered in May this year.

MIDTERMS & FINAL EXAMS:

These exams are administered to all students. The midterm exam is worth 5% of a student’s final average and the final exam is worth 15% of a student’s final average.

EXTRA HELP:

Teachers are available for extra help. It is important for students to attend extra help when needed.

PEER TUTORING:

The focus of this program is “students helping students”. Peer tutors are available in all subject areas. All students who are experiencing academic difficulties are encouraged to sign up.

How to Read a Schedule

STUDENT SCHEDULE

Description	Period	Days	MPS	Room	Teachers
ELA	1	A	1234	17	Ms. A
MATH ENRICHMENT	1	B	1234	17	Mr. Z
ELA	2	AB	1234	12	Ms. B
MATH ENRICHMENT	3	AB	1234	16	Ms. C
LUNCH	4	AB	1234	CAFÉ	CAFÉ
ART 6 - ALT	5	B	12	57	Mr. D
MUSIC 6 - ALT	5	B	34	61A	Ms. E
PE	5	B	1234	GYM	Mr. F
SCI./HEALTH 6	6	AB	1234	10	Ms. G
SOCIAL STUDIES 6	7	AB	1234	3	Ms. H
BOC/FLEX/AIS	8	AB	1234		Ms. I

When reading a schedule like the one above, there are 6 areas that you should be looking at:

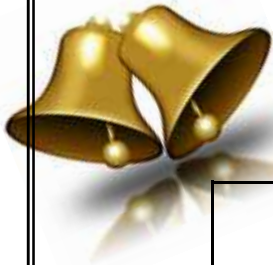
*Description	*MPS
*Period	*Room
*Days	*Teachers

1. DESCRIPTION: - This is the title of the course that you are taking.
2. PERIODS: - This is the period that the class meets
3. DAYS: - All secondary schools operate on an A day/B day schedule. The first day of school is an A day. The second day of school is a B day. The third day of school is an A day and so on. Most 6th grade classes meet everyday (AB). Physical Education, Art, Music, Band, Chorus and Orchestra meet every other day (A or B). BOC and/or Academic Intervention Services would be taken opposite or in place of the FLEX period.
4. MPS: - Marking Periods 1 = 1st Quarter, 2 = 2nd Quarter, 3 = 3rd Quarter, and 4 = 4th Quarter. All classes, with the exception of Art and Music, meet all year (MPS-1234). Art and Music meet for 2 quarters, either 1,2 or 3,4.
5. ROOM: - This is the room number where the class is held.
6. TEACHERS: - The name of the teachers for the class.



BELL SCHEDULE

PERIOD 1	8:10 – 8:53
HOMEROOM	8:53 – 8:59
PERIOD 2	9:03 – 9:46
PERIOD 3	9:50 – 10:33
PERIOD 4	10:37 – 11:20
PERIOD 5	11:24 – 12:07
PERIOD 6	12:11 – 12:54
PERIOD 7	12:58 – 1:41
PERIOD 8	1:45 – 2:28
PM Announcements	2:28 – 2:30 (no bell will sound at 2:28)
After School Help/ Clubs	2:35 - 3:17



2-HOUR DELAY BELL SCHEDULE

EXTENDED LUNCH PERIODS

PERIOD 1	10:10 – 10:33
HOMEROOM	10:33 – 10:37
PERIOD 2	10:41 – 11:04
PERIOD 3	11:08 – 11:31
PERIOD 4	11:35 – 12:09
PERIOD 5	12:13 – 12:47
PERIOD 6	12:51 – 1:25
PERIOD 7	1:29 – 2:01
PERIOD 8	2:05 – 2:28
PM Announcements	2:28 – 2:30 (no bell will sound at 2:28)



Your 1st Locker

All students will receive a locker to store their books, lunch, jackets and personal items. Most lockers are located near the student's homeroom. We encourage all students to learn how to open a locker **BEFORE** school begins so that they may use their lockers as soon as school starts.

IS VERY IMPORTANT THAT YOU DO NOT SHARE YOUR COMBINATION WITH ANYONE - EVEN YOUR FRIENDS!! STUDENTS CANNOT SHARE LOCKERS.

LOCKER NUMBER AND COMBINATION WILL BE FOUND AT THE TOP OF YOUR STUDENT SCHEDULE.

HOW TO OPEN YOUR LOCKER:

1. Find your locker number. Make sure that you are at the right one.
2. **Clear** the lock by turning clockwise (**RIGHT**) several times, then stop at your first number.
3. Next, turn counterclockwise (**LEFT**), pass your first number, then stop at the second number.
4. Finally, turn clockwise (**RIGHT**), stop at your third number. Pull handle up ...

YOUR LOCKER SHOULD OPEN!!



If you have any trouble opening your locker, please ask any homeroom teacher or your Guidance Counselor for your help.

NATIONAL JUNIOR HONOR SOCIETY

Membership in the Sachem chapter of the National Junior Honor Society (NJHS) is the highest honor given to a middle school student and carries with it a distinction recognized nation-wide. The organization seeks to create an enthusiasm for superior scholarship, develop citizenship, and stimulate a desire to serve, promote leadership and instill exemplary qualities of character. Students are inducted into the NJHS during the fall of eighth grade. Members remain active throughout their eighth grade year.

THE FOLLOWING CRITERIA WILL BE USED TO SELECT THE CANDIDATES FOR THE 2017-2018 SCHOOL YEAR:

Scholastic- Students must maintain a 92.5 overall average in all subject areas throughout middle school. To determine initial eligibility, the final grade columns at the end of sixth and seventh grade are averaged. (The final grade in each course incorporates the marking quarter grades and the final exam.) Students will not be eligible if they received a failing marking quarter grade at any time during sixth and seventh grade.

During the first quarter of eighth grade, NJHS applications will be given only to those students who have met the scholastic requirement. The following criteria are then given further consideration.

Activities- the candidate must have actively participated in at least **two** school clubs, and/or sports teams during sixth and seventh grade. Band, Orchestra, and Chorus do not satisfy this requirement. Jazz Band, Marching Band, and Select Chorus do. Please see the NJHS advisor or your guidance counselor to determine if you need to become involved in additional activities this year to meet this requirement.

Service- the candidate must be able to document **ten** hours of voluntary service to school and/or community from the fall of sixth grade through the fall of eighth grade. These hours must be documented by a written acknowledgement and signature from the individual or organization receiving the service. Peer tutoring, library aide, guides at open school night are examples of school service. Scouting and confirmation projects as well as participation in walk-a-thons etc. are community related. Again, the NJHS advisor or your guidance counselor can offer some suggestions.

Leadership- the candidate will be evaluated by his/her teachers, club advisors and/or coaches on character and leadership abilities in the classroom and during extracurricular activities.

Discipline - A candidate would be ineligible if the student has ever been given in-school suspension or out-of-school suspension. In all matters of dismissal, local advisors will refer to the National Constitution and the National Handbook. In addition, a review of the existing guidelines for the local chapter will be undertaken.





Cafeteria Information

All lunch periods are 4th thru 6th period. The school cafeteria offers a full selection of meals as well as various snacks daily.

COST OF LUNCH = \$2.50

The following are served everyday:

Deli Sandwiches

Ham
Turkey
Salami
Bologna
Tuna
Cheese

Hot Foods

Hamburger
Cheeseburger
Turkey Burger
Hot Pretzel/Cheese

*A variety of hot lunches, including 3 hot sandwiches vary daily.

SALADS: Assorted salads are made daily

SNACKS: Cookies, baked chips

DRINKS: Milk, Gatorade, Snapple, flavored & regular water

SNACKS PRICES RANGE FROM: \$.50 - \$2.50

***BREAKFAST IS ALSO SERVED EVERY MORNING BEFORE
HOMEROOM:**

Bagels & Cereal everyday/one hot choice daily

BREAKFAST PRICE: \$1.50



Seneca Health Office



Diane McDonough, RN

Victoria Peterson, RN

Special Health Needs

If your child has a special health need or concern, please feel free to contact the nurse at anytime to discuss your concerns. They would be happy to assist you with any special accommodations that might be necessary for your child to have a successful transition into middle school. They can be reached at 631-471-1850 extension 4539 during regular school hours or via email at dmcdonough@sachem.edu or vpeterson@sachem.edu.

Medication in School

Students are not permitted to carry any medication with them in school with the exception of asthma inhalers that have been cleared through the school nurse. The nurse is not permitted to administer any medication without a note from a health care provider. This includes, but is not limited to any and all over-the-counter medications such as Tylenol, aspirin, ibuprofen, Midol, Pamprin, cough medication, Pepto-Bismol as well as prescription medication. Your health care provider may fax a note so that I may administer medication to your child in school when necessary. The fax number for the Health Office is 631-471-1849 and is on 24 hours a day, 7 days a week. If you have any questions, please feel free to contact me at any time.

Immunizations

As you are aware, there has been a significant change in the immunization requirements for entry into 6th grade since September 2007. Letters have been mailed home from the elementary school nurses. The key points of the requirements and its implementation are as follows:

- Students who are entering 6th grade or a comparable age level special education school or program on or after September 1, 2007, and who are 11 years of age or older, must receive an immunization containing tetanus toxoids, diphtheria and acellular pertussis (Tdap).
- If a student has received a Td, DT or DTaP vaccination within the last 2 years, the student's Tdap vaccination should be deferred (with rare exceptions) until a period of 2 years has elapsed.
- 10 year old students who are entering 6th grade will not be required to receive a Tdap vaccine and will not be excluded from school but they must be flagged, tracked and will be expected to be immunized when they turn 11 years old.

Also, **ALL** incoming 6th graders must have proof of the varicella immunization or physician documented proof of chicken pox.

Please be aware that your child **will not be permitted** to attend classes at Seneca Middle School in September until we have the proper documentation. If you are not sure of your child's status, please check with the school nurse as soon as possible.