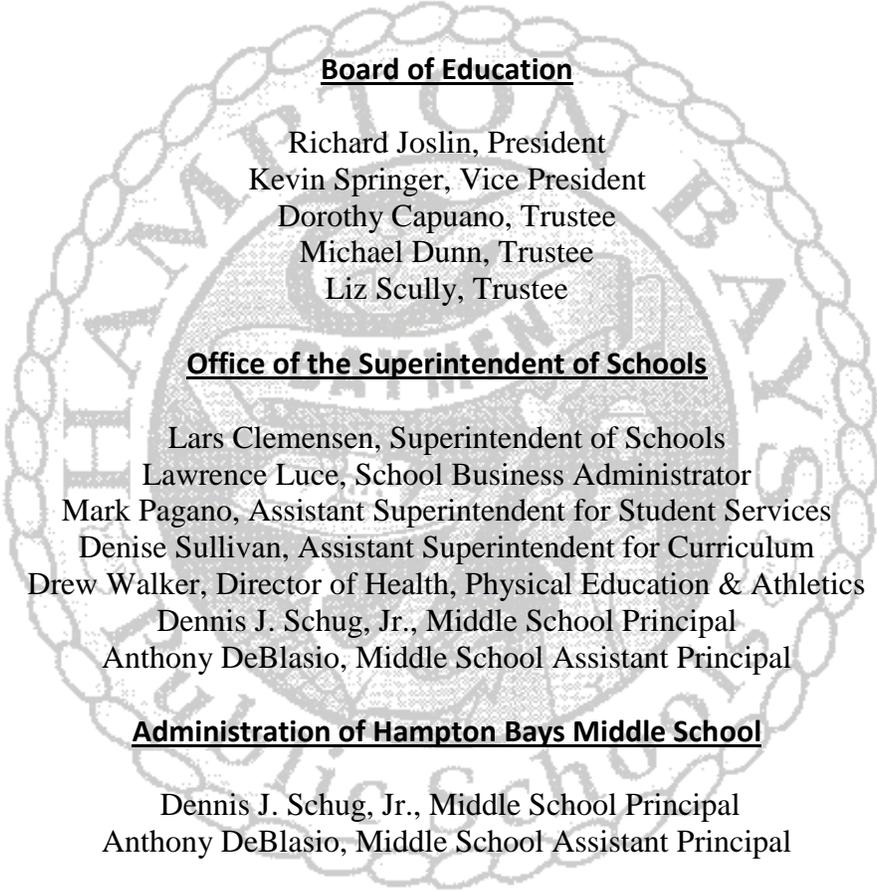


Hampton Bays Middle School Experience Guide



The seal of Hampton Bays Middle School is a large, circular emblem with a braided border. Inside the border, the words "HAMPTON BAYS" are written in a large, serif font, with "MIDDLE SCHOOL" written in a smaller font below it. The seal is centered on the page and serves as a background for the text.

Board of Education

Richard Joslin, President
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Dennis J. Schug, Jr., Middle School Principal
Anthony DeBlasio, Middle School Assistant Principal

Administration of Hampton Bays Middle School

Dennis J. Schug, Jr., Middle School Principal
Anthony DeBlasio, Middle School Assistant Principal

Middle School Counseling Services Department

Mrs. Laurie O'Halloran, School Counselor
Mrs. Jessica Sears, School Counselor
Ms. Christina Chiarulli, School Psychologist

MISSION STATEMENT

The mission of the Hampton Bays Middle School, in partnership with parents, and the community, is to provide a safe, orderly environment with enriched educational programs and the strong leadership necessary to instill the ideals of responsibility, self-respect, and good citizenship that will enable each student to develop to his or her fullest potential.

We will work together to ensure learning is relevant for all students, honoring who we are today and who we hope to become during our time at Hampton Bays Middle School.

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A Message from the Principal

Dear Students and Families:

Welcome to the Hampton Bays Middle School! It is with great enthusiasm that I welcome you to the Hampton Bays Middle School experience. Our HBMS team is proud to lead our students as they transition through their critical middle school years, and we look forward to continuing to actively collaborate with our PTO, faculty, and staff to provide our students with a safe, orderly and academically enriching environment. I encourage you and your families to take advantage of everything HBMS has to offer during, and beyond, the traditional school day.

A strong home-school partnership is the cornerstone of our students' success. Students, you are encouraged to explore and investigate our more than 30 clubs and organizations. Parents, please consider becoming an active member of our PTO. Your participation and our partnership are crucial to our students in their pursuit of a well-rounded middle school experience. Please do not hesitate to contact my office if I can ever be of assistance.

I look forward to working together to make your middle school experience an amazing one at the Hampton Bays Middle School!

Sincerely,

Dennis J. Schug Jr.

Principal

HBMS ACADEMIC PROGRAM

Grade 5	Grade 6	Grade 7	Grade 8
Advisory	Advisory	Advisory	Advisory
ELA/English	ELA/English	ELA/English	ELA/English
Math	Math	Math	Math
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
Reading	Reading	Foreign Language	Foreign Language
Art / Literacy Launch / Digital Leadership / Language and Culture / Exploratory / Research Methods	Art /Home & Career Skills / Language and Culture / Health/ Green Technology	Art / Home & Career Skills/ Integrated Science / Public Speaking	Art / Home & Career Skills / Current Issues / Health
Physical Education / Exploratory	Physical Education / Research Methods	Physical Education/ Technology	Physical Education / Technology
<i>General Music / Band, Chorus</i>	<i>General Music / Band, Chorus</i>	Band / Chorus / Tutorial Period	Band / Chorus / Tutorial Period





What Is a Middle School?

A Middle School is much like the bed that Goldilocks finally settles into in the Fairy Tale *Goldilocks and the Three Bears*. Early adolescents are too big for an Elementary School yet still too small for a High School. And so a Middle School, as Goldilocks says, “is just right!”

A Middle School is a structured learning environment that responds to the ever-changing needs of young adolescents. Students follow a consistent academic program that develops critical thinking skills and higher levels of thinking. Students have the opportunity to expand their experiences through a variety of clubs, activities, and sports.

HBMS uses a “team” approach, with teachers assigned to the same 100 students. These teams collaborate and make decisions how to use their time across all subjects to meet students’ needs. Each team is associated with a NCAA-conference (Big XII, Big X, ACC, SEC, and Ivy League) and each Advisory chooses a particular college. School-wide activities incorporate this theme of higher education into everything we do.

Who is a Middle Schooler?

A middle school student is ever-changing – physically, emotionally, hormonally, and intellectually. From the time your child enters Grade 5 until after Grade 8, he or she will have gone through fantastic changes. Research reveals the most commonly identified traits in young adolescents:

<p>A Fifth Grader...</p> <ul style="list-style-type: none"> -Loves everything about life -Loves and admires his/her parents -Accepts and is comfortable with self -Likes school and is satisfied with teachers and considers the teachers’ word to be “law” -Needs a considerable amount of supervision when it comes to doing homework -Is comfortable and successful in a routine 	<p>A Sixth Grader is...</p> <ul style="list-style-type: none"> -Oppositional, egocentric, and energetic -Constantly on the go -Quick to criticize -Willing to work for good grades -Prone to mood swings -More interested in friendships, however contentious they may sometimes be
<p>A Seventh Grader is...</p> <ul style="list-style-type: none"> -Calmer and finds everything funny -More tolerant, sympathetic, and friendly -Begins to move away from family to spend more time with peers -Cooperative individually yet difficult in a group -Even more interested in friendships -Pretty sure of their likes and dislikes -Still interested in learning concrete facts 	<p>An Eighth Grader...</p> <ul style="list-style-type: none"> -Finds school enjoyable and begins to enjoy the “tug” and “pull” of higher-level concepts -Turns inward and could become withdrawn or moody -Is uncertain of themselves and increasingly concerned with how they are viewed by peers -May withdraw from family affairs -Begins to understand that a teacher is a good teacher whether or not they like that person

For more information about the **Essential Elements of Standards-Focused Middle-Level Schools and Programs**, visit <http://www.p12.nysed.gov/ciai/mle/mleessentialelements.html> .

HAMPTON BAYS MIDDLE SCHOOL IS A GREEN SCHOOL!

Hampton Bays Middle School is the first fully LEED-Certified new school in New York. The Leadership in Energy and Environment Design (LEED) Green Building Rating System encourages sustainable green building and development practices.

The LEED for Schools Rating System recognize a GREEN school as one that addresses issues of environmental conservation and quality through classroom acoustics, master planning, mold prevention, and environmental assessment.

“Hampton Bays Middle School named a U.S. Dept. Of Education “Green Ribbon School”

The U.S. Department of Education Green Ribbon Schools program recognizes schools that save energy, reduce costs, feature environmentally sustainable learning spaces, protect health, foster wellness, and offer environmental education to boost academic achievement and community engagement. The recognition award is part of a larger effort to identify and disseminate knowledge about practices proven to result in improved student engagement, academic achievement, graduation rates, and workforce preparedness, as well as a government-wide aim to increase independence and economic security.

<http://newyork.cbslocal.com/2012/04/24/li-school-honored-as-one-of-the-greenest-in-the-nation>

We are very proud that Hampton Bays Middle School is a healthy and environmentally friendly place to learn!

Several construction aspects make Hampton Bays Middle School a GREEN school building:

- ❑ Increased insulation and high-quality window units provide maximum air control.
- ❑ Dual heating systems consume oil or natural gas, depending on the most available resource at the time.
- ❑ Use of recycled materials throughout the project minimized waste.
- ❑ The natural grade of the land was preserved when possible, giving us gentle ramps throughout the school.
- ❑ Southern-exposure and opaque windows maximize natural sunlight.
- ❑ Local materials were used in the project from within 500 miles of Hampton Bays.



Program-elements make Hampton Bays Middle School a GREEN place to go to school everyday:

- ❑ RECYCLE: Faculty, staff, and students recycle cardboard and all paper in every classroom and office throughout the building. In fact, we utilize more than 350 gallons of recycling space each day in classrooms and offices! We also recycle plastic bottles that are consumed from our juice and soda machines.
- ❑ ACTION: Students participate in the EARTH Club that meets twice per month to promote environmental awareness through conservation activities and campus clean-ups. EARTH stands for *Everyone Advocating Resourcefulness Through Helping Hands*.
- ❑ AWARENESS: (Every Monday, students are treated to a GREEN Minute, an easy and helpful tip on how to live an environmentally friendly life!) Also, as you walk through Hampton Bays Middle School, look for the fun facts that point out the different GREEN facts about our school.

Hampton Bays Community Garden and Greenhouse Project

<http://www.hb-schools.us/education/staff/staff.php?sectionid=1269>

<http://www.ed.gov/news/press-releases/obama-administration-names-78-schools-29-states-and-dc-first-ever-us-department->

THE ARTS

The primary purpose of art in the schools is to realize the aesthetic and creative potential of each individual through his or her own expression, to provide enrichment through understanding visual art, and to provide the needed insight and attitudes to live with and contribute to society. Emphasis in art is aesthetic, involving the development of personal sensitivity, expression, knowledge of art careers, and skills. Each student will have the opportunity to develop an awareness of heritage, enjoyment of the art elements, and realization of self, acquaintance with the tools and materials, and development of skills.



VISUAL ARTS (Grades 5-8)

The New York State Learning Standards for the Visual Arts provide the direction and basic structure for the development of local curricula that link instruction and assessment to the content standards. The standards apply to all students regardless of their experience, capabilities, developmental and learning differences, interests, and ambitions. The Middle School Art Curriculum for grades 7 & 8 is designed to be completed in one semester, meeting every other day. Students in grades 5 & 6 study visual art for one quarter, every other day. Student work is exhibited on a regular basis. The Middle School has an annual Art Exhibit during the spring semester.

Activities and projects will include:



- A series of drawings showing knowledge of realistic, abstract, repetition of patterns, free form and objective forms in a variety of media (design, print, collage).
- A painting showing how the artist manipulates space and structure and the eye movement of the viewer (watercolors, tempura, acrylics).

- The translation of images and symbols into visual statements that can be understood by other students (pastel, pen and ink, pencil drawings).
- Develop a 3-D figure demonstrating awareness of space and structure. Students will work independently or as part of a team to develop and follow an outline (papier-mâché, clay, Paris craft).
- Exploration with clay; students will work with clay utilizing traditional methods of hand building techniques. Both utilitarian vessels and sculptural designs will be glazed.



- Exploration of the differences possible between the use of natural and artificial light sources and develop a painting or drawing focusing on composition and value (collage, watercolor, tempera, acrylic, pencil, and charcoal).
- Ability to look at original art, increase their understanding of art and utilize art resources from various museums.
- Exploration of artists and visual arts resources associated with eastern Long Island.

MIDDLE SCHOOL CHORUS (Grade 5, Grade 6, Grade 7/8)



The purpose of this group is to provide those students with a special interest in singing, an opportunity to do so. Our chorus sings a variety of musical styles in unison, two and three parts. There is special training in production of pleasing tone, choral blend and music reading. Lessons are given on a once-weekly rotating basis for students in grades 7 and 8. Voice lessons are a mandatory part of the choral experience that provides an opportunity to work in small groups on vocal technique and music reading skills. Lessons may occur during an academic class. The student is responsible for work missed. Concert attendance is mandatory. Students who maintain their interest and develop their ability in choral singing move into the

Senior High Chorus in Grade 9. Students may qualify for participation in the Hampton Music Educators Association Festival, the Suffolk County Music Educators Association Festival and the NYSSMA Solo Festival.

GENERAL MUSIC (Grade 5, Grade 6)

Students will develop an ongoing understanding and appreciation of all the elements of the arts and will be able to respond aesthetically to music from various historical periods and cultures. Through activities that include singing, listening, creating, moving and playing instruments, students will develop their skills as performers and consumers of music. Students will develop critical thinking skills and be able to communicate their responses to music by using appropriate vocabulary. An introduction to careers in music will enable students to begin to understand the magnitude of the music industry.



CONCERT BAND (Grade 5, Grade 6, Grade 7/8)



This performance ensemble continues the development of students on their respective instruments.

By following a logical course of study, it is intended that students will develop knowledge of, and appreciation of music. Lessons are given once-weekly on a rotating period schedule which is accomplished during different classes throughout the day. These lessons are mandatory and part of your grade; you are responsible for making up any work you miss for another class. Instrumental lessons are a mandatory part of the band experience that provides an opportunity to work in small groups on instrumental technique and music-reading skills. Students may qualify for participation in the Hampton Music Educators Association Festival, the Suffolk County Music Educators Festival and

the NYSSMA Solo Festival. Concert attendance is mandatory, as well as parades for grades 6-8.



ENGLISH LANGUAGE ARTS



In Grades 5 through 8, students are placed in a setting that is well matched to their learning needs. Each program challenges students to perform at an appropriate level. Learners are also exposed to varied experiences related to the integrated strands of language arts curricula. These include reading and literature, listening and speaking, and writing and language. Students will take a standardized New York State Assessment in the Spring. Through the study of these areas, students participate in learning activities that assist them in strengthening their communicative skills and ready them for the ELA Assessments. At all levels, instruction is designed to provide students with ample opportunities to become familiar and comfortable with the formal expectations of the ELA Assessment.

READING/ENGLISH LANGUAGE ARTS (ELA) Grade 5 & 6



Reading/ELA instruction is offered in double period, sustained “literacy block”. High-quality literature coupled with explicit instruction and ample practice ensures that our students grow as lifelong readers and writers. Students receive instruction through varied instructional practices, ranging from small-group learning stations to large-group instruction, as well as targeted one-to-one conferences. Students’ communication skills are reinforced and linked to content-oriented experiences, such as short stories, poetry, mythology, and literature anthologies. Writing is emphasized and supported through appropriate materials and activities. Appropriate levels of challenge and support are provided to students through differentiated instruction.

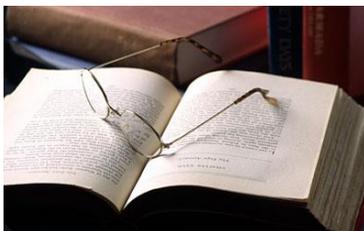


ENGLISH 7 & 8 (ELA)

English 7 and English 8 are literature-based courses of study. Students receive direct and guided instruction as well as participate in projects that complement other curricula areas. In both courses, opportunities for enrichment are integrated into each unit of study. Enrichment activities allow students to deepen their understanding of the content and connect it to their lives through a variety of modalities. For instance, assessment of a unit may be measured by a dramatic performance, speech, skit, or art rendering.



GRADE 7



In English 7, students focus on three major literary works, an assortment of fiction and nonfiction. These works include the novels, *A Long Walk to Water* by Linda Sue Park and *Lyddie* by Katherine Paterson, in addition to excerpts from the autobiography, *Narrative of the Life of Frederick Douglass*, by Frederick Douglass. These successive works fall within the first three quarters of the school year. The skills students learn culminate in a research project in the fourth quarter.

English 7 focuses on building real world connections to the major works of literature since these works deal with issues of war, child labor, working conditions, and slavery. Students read paired texts such as articles, poems, and short stories that correspond to the major works. As they read, students learn techniques for close reading and analyzing texts. Students not only read, but they also write routinely. They will write for varied lengths of time and in various formats to demonstrate their understanding of the curriculum as well as the skills they have learned over the course of a unit. Students support their work in class with class discussion, paired learning activities, and group work.

GRADE 8

English 8 focuses on active engagement with the text including a firm understanding of the author’s purpose. Students are required to analyze, identify, define, explain, and critique fictional and non-fictional text, and primary source documents and to support their assertions in well-organized written and oral presentations. This course is designed to develop student skills’ as viewers, listeners, and speakers; skills as readers of poetry, short stories, essays, articles and novels; and skills as writers who can compose for a variety of purposes. Through writing and reading in this course, students become aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions (grammar and punctuation) and the resources of language contribute to effective writing. They are given opportunities to delve more deeply into literature searching for complex themes and relationships and to support their assertions with textual references. This course requires students to understand and apply in writing and oral discussion the academic language of the discipline.



Exploratory (Grade 5)

This is an every other day class that utilizes techniques to reinforce what is taught in the classroom, giving extended time to strengthen subject areas.

Literacy Launch (Grades 5)

Literacy Launch is a half-year reading unit designed to inspire and motivate learners to want to read while enhancing and improving comprehension, writing and overall academic success!

Research Methods (Grades 5 and 6)

Students will have the opportunity to familiarize themselves with the library and its resources, as well as learn valuable research skills that will support lifelong learning. Students will also be exposed to a variety of literature genres and activities to build and reinforce a love of reading. Library activities are designed to extend students core subject as well as support New York State Learning Standards.



GREEN TECHNOLOGY (GRADE 6)

This elective will introduce our sixth grade students to *their* green school. This class is focused on the critical role we play in making choices to support sustainability and is intended to raise awareness and provide meaningful and relevant curriculum experiences. The class will look to address the question: "How are we all going to live well and within the means of our local Hampton Bays community and wider world?" Students will be challenged to think critically about issues that will impact their futures, and will do so in a manner that supports curriculum in the areas of math, English Language Arts, Science, Social Studies, and the Arts.



INTEGRATED SCIENCE (Grade 7)



The Integrated Science elective is a STEM-based class designed to challenge students to effectively incorporate science, technology, engineering and math as they build projects that incorporate scientific principles.

PUBLIC SPEAKING (Grade 7)



This course introduces the seventh grader to the world of public speaking. A major goal of this course is to ensure a successful first experience for the student, and thereby, encourage future public speaking in his or her classroom, school, or personal surrounding.

The successful planning and delivery of speeches will accomplish this goal. These speeches will range from simply relating personal experiences to explaining points of view, and finally, arguing controversial topics in a debating team format.

Public speaking is a valuable skill that all students should be equipped with. Through a variety of exercises and methods, as well as media outlets, students will learn to prepare and deliver speeches effectively, as well as confidently communicate in front of an audience.

ENGLISH AS A NEW LANGUAGE (ENL)

English as a New Language (ENL) is a program for English Language learners whose first language is one other than English. In ENL, focus is given to the four basic language areas: listening, speaking, reading, and writing. All ENL students are screened for the appropriate class by taking an assessment that helps to determine the language needs of a student in order to place them in the appropriate classes. Each year, all ENL students are assessed utilizing the NYSESLAT (New York State English as a Second Language Achievement Test). Depending on the scores received, students may progress to the next level and will eventually become proficient in English, thereby not requiring this service any longer.



FAMILY AND CONSUMER SCIENCES

HOME AND CAREER SKILLS (GRADES 6-8)

Home and Career Skills is a real-world course designed to help middle level students live in a society of constant change and to improve their quality of life by preparing them to meet their present and future responsibilities as members of their family and community. The goal is to educate early adolescents to think constructively, make sound decisions, solve problems, and manage resources.

Home and Career Skills is the vehicle through which the New York State Intermediate Level Learning Standards for Family and Consumer Sciences are delivered. It also focuses on the New York State Intermediate Learning Standards in Career Development and Occupational Studies.

Home and Career Skills is organized around four process skills: communication, leadership, management, and thinking. These process skills are taught through ten content topics: community connections, career development, clothing management, consumer resource management, family/parenting, financial management, human development, interpersonal relationships, nutrition and wellness, and personal environment management. Home and Career Skills process skills and content topics align with the National Learning Standards for Family and Consumer Sciences.

The Home and Career Skills course is taught using a hands-on experiential approach. Learning occurs in the context of real-life situations and repeated practice is encouraged. The use of real-life relevant tasks, laboratories, simulations, and community involvement is an integral part of the course, as is the use of research, class discussions, and group activities.



FOREIGN LANGUAGES



In the Middle School, students have the opportunity to learn a second language. Our program is designed to meet the needs of all students. Our goals for our students include communication between peoples and global cultural understanding.

LANGUAGE & CULTURE (Grades 5 & 6):

These courses serve as exploratory courses in learning another language such as Spanish or French. Students cover a variety of basic vocabulary topics such as the alphabet, pronunciation, colors, numbers, recognizing cognates, regular verbs, as well as the use of definite and indefinite articles. Culture appreciation is embedded into the curriculum, focusing on one or two of the most well-known countries where the target languages are spoken. Students will begin building the foundation for listening, speaking, reading, and writing skills needed in learning another language.

FRENCH / SPANISH (GRADES 7 & 8)

These courses develop listening, speaking, reading, and writing skills, as well as cultural appreciation. Practical vocabulary, pronunciation drill, and verb grammar essentials will be included. As students move through Checkpoint A of the New York State Syllabus, they practice understanding simple, spoken language and engage in conversations in which they may talk about themselves, persuade someone to take a course of action, provide information or seek information about a variety of topics. Reading skills at this level involve the interpretation of a variety of basic authentic materials (for example, advertisements and tickets) and simple narratives. When writing is practiced, students learn to meet the purpose of a task with appropriate vocabulary and structure at reasonable length.



FLACS EXAM

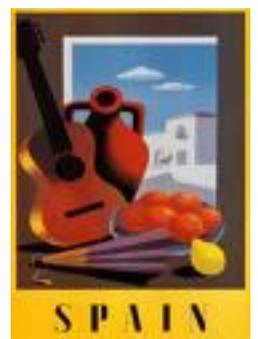
All students in New York State must earn a minimum of one credit in a language other than English and must pass the FLACS (Foreign Language Association of Chairpersons and Supervisors) Exam. Successful completion of this exam demonstrates student proficiency in French or Spanish. The exam is administered at the end of Grade 8 and although no longer made or administered by NYS, the exam is mandatory. The FLACS exam tests students on their skills in listening, reading, writing, and speaking. Culture is embedded into the exam. Upon successful completion of the courses and passing the FLACS Examination, a student is granted one credit towards high school graduation and it will appear on the high school transcript and count toward overall Grade Point Average. Upon completion of the French or Spanish program at the Hampton Bays Middle School, the majority of students continue on to French 2 and Spanish 2 at the high school in preparation for the Regents.

SPANISH FOR NATIVE SPEAKERS (GRADE 7 & 8)

This course offers Spanish-speaking students the opportunity to study Spanish formally and informally in an academic setting in the same way that native English-speaking students study English Language Arts. The main focuses of the course are reading and writing, and the differences between oral and written Spanish.

This course is designed for Hispanic/Latino students who are completely fluent in oral Spanish (both speaking and comprehending) or those who speak and understand Spanish fairly well. These students come from a number of cultural backgrounds and have had exposure to different varieties of Spanish.

The goals of the class are to reactivate the competencies in Spanish that they have learned in the past and to develop them further, and to promote a positive attitude toward Hispanic/Latino culture and heritage. Goals also include acquiring literacy skills in Spanish, enrichment of vocabulary, preserving and maintaining the Spanish language, as well as expanding the bilingual range. Students gain the ability to write, focusing primarily on syntax, spelling, accent marks and the influence of English in learning Spanish.



MATHEMATICS

Mathematics is a practical, exciting, and creative discipline that should be appreciated and enjoyed by all of our middle school students. As outlined in the [New York State Standards Mathematics Core Curriculum](#), the focus of mathematics must encompass the following content and process strands. Each year students will take a standardized New York State Assessment in the spring.

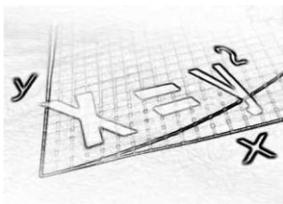


MATH 5 & MATH 6

Our program integrates the above components and provides a foundation of basic skills and concepts needed to prepare students for high school mathematics. Benchmark exams are given throughout the school year to measure student success in mastering the basic skills in mathematics prior to the NYS assessments. The curriculum is rooted in arithmetic and serves as an introduction to algebraic concepts. Students are required to verbalize mathematical concepts orally and in writing. Students are exposed to questions in context. Students are required to decipher problems, and determine which mathematical concept they should employ in finding a solution.



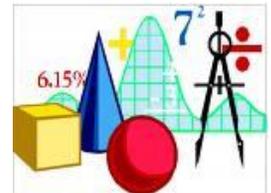
MATH 7



This course begins with a problem-solving unit. Problem solving strategies are discussed and integrated throughout the school year. The curriculum reinforces the basic skills and extends knowledge to include concepts in algebra, geometry, probability, statistics, and measurement. Students are required to explain mathematical concepts and explain their reasoning in writing. Both arithmetic and algebraic skills are taught at this level.

MATH 8

This course begins with a problem-solving unit, and this theme is the focus of the school year. The curriculum is a continuation of Grade 7 Mathematics, with a greater emphasis on algebra. Students are required to explain mathematical concepts and explain their reasoning in writing. Upon completion of the course, students are ready for high school mathematics.



Algebra 1 Common Core

Prerequisite: *Teacher recommendation, based on performance in the classroom, student's math average, achievement on local assessments.*



This course will focus on problem solving, utilizing the concepts and skills of algebra such as linear, quadratic, absolute value, and exponential equations; and systems of these. It will also include coordinate geometry, basic right triangle trigonometry, probability, and statistical data analysis. The use of the graphic calculator (TI-83/TI-84) is introduced at this time, helping students make the connections between analytical and geometric representations. Students will take the Integrated Algebra Regents Exam in June. Graphing Calculator Required (TI-83/TI-84). This course is a high school credit class and will appear on the high school transcript and count toward overall Grade Point Average (GPA).

PHYSICAL EDUCATION AND HEALTH

Physical activity is an enjoyable and essential part of our lives and it provides a child with the knowledge, skills, and direction to begin the journey to a healthy, happy, and productive life. Hampton Bays Middle School students sequentially progress through the program following three major components (sport skill development, fitness training/testing and character education).



The progression of skill development continues as we focus on sport related skills. 5th and 6th graders concentrate on lead up games, which mimic regulation style play. As we progress to the 7th and 8th grades, students refine skills in game situations. Activities/Sports include: badminton, basketball, dance, football, field hockey, lacrosse, fitness testing, cooperative games, softball, tennis, volleyball, yoga, team handball, and soccer.

The Fitnessgram Program allows for progressive, individualized fitness training and testing. All students are tested once during the year. Individual goals are set and students work to achieve them.

Character Education is the anchor that grounds the Physical Education program. Students become aware of how to act and treat others while in tough situations that sport and competition create. They learn to appreciate the differences between themselves and others.

HEALTH 6



Students learn about making better choices, bullying prevention, character education, and lifelong wellness with a focus on their social, mental/emotional, and physical well being. Classes are designed to assist the student's interest and abilities, and meet the NYS Learning Standards for Health Education. Subjects are taught with extreme sensitivity and care, always keeping in mind the best interest of the student.

Health is offered as a ten-week course each year and encompasses the following topics:

- Setting goals
- Emotions
- Drug and alcohol safety
- Tobacco
- Hygiene
- Exercise
- Staying Safe
- Resolving Conflicts/having friends
- Peer Pressure
- Abstinence/risky behaviors, drugs and alcohol
- Prevention/ Sex and AIDS- HIV

HEALTH 8

All eighth grade students complete the second half of the state-mandated Health requirement in a formal 10-week program of health education. Lessons will focus on alcohol, smoking, drug education, first aid, and reminding students of the dangers posed by AIDS.



At all levels, active participation is encouraged through role-playing, problem solving, and group projects. The major objectives of all activities are to equip students with sound decision-making skills; and to prevent substance abuse, diseases, and accidents.

SCIENCE



Science represents an organized effort to inquire, understand and explain natural occurrences and phenomena. In order to accomplish these goals, observations must be made, data must be collected, explanations must be formulated, generalizations must be made, and conclusions must be reached. We teach our students to utilize this same process of inquiry in all classroom and laboratory activities.

SCIENCE 5

The fifth grade science curriculum is designed to expose students in equal parts to the life, earth and physical sciences. The goal of science in the fifth grade is to heighten and maintain student interest and confidence by engaging them in problem solving and interactive lab activities requiring critical thinking and cooperation. Topics of study will include an introduction to: scientific methodology/measurement, human physiology, ecosystems/biomes, weather and the structure of life.



SCIENCE 6



The core curriculum covers four major topics of in-depth instruction: weather and climate; rocketry; electricity and magnetism; and matter. A unit on measurement is also covered in preparation for the New York State Math Test. Enrichment activities in Oceanography (The Great Ocean Rescue Program) and Marine Biology are also taught. The students engage in hands-on lab activities throughout the year.



SCIENCE 7

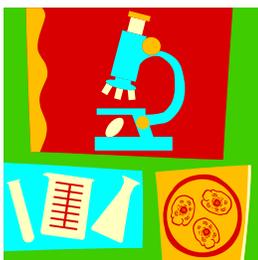
Students in Science 7 will focus on the physical sciences. Topics of study will include, measurement & graphing; chemistry; physics; and earth science. The course is lab-intensive and models the NYS Intermediate Level Science Curriculum.

SCIENCE 8



Science 8 is designed to prepare students for the NYS Intermediate Level Science Test in the spring. It focuses on the study of the Living Environment/Life Science. Included are specifics of life functions, classification, plants, body systems, reproduction, nutrition, and genetics. There is a major review of scientific measurements and methods and physical and earth sciences. There is a lab-intensive review in order to prepare for the laboratory practical section of the state exam and for future laboratory courses on the high school/regents level. Students in Science 8 take the standardized NYS Intermediate Level Science Exam in late Spring.

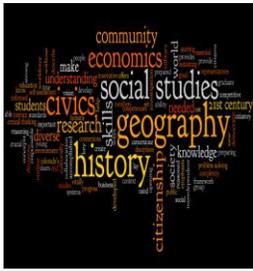
LIVING ENVIRONMENT HONORS (Grade 8)



Prerequisite: Teacher recommendation and final overall average of 90 or higher in Grade 7 Science.

This course is designed to provide students with a background in biological sciences that will develop their interpretive abilities through an emphasis on laboratory investigations. The content for the course is determined by the state syllabus for biology. Core topics include: unity and diversity among living things, maintenance in living things, human physiology, reproduction and development, genetics, evolution and ecology. Laboratory investigations will emphasize: data collection and interpretation, proper use of laboratory equipment, laboratory safety, and hands-on experience in scientific investigation. Students will take the New York State Living Environment Regents Exam in June, and will receive one credit after successful completion which will reflect on their high school transcript.

SOCIAL STUDIES



Social Studies is designed to help students who will spend their adult lives in the complex world of the twenty-first century. In following the guidelines of New York State; we develop the students' knowledge, skills, and attitudes and prepare them to live effectively in our society. We incorporate the teaching of historical, geographic, political, social, and cultural knowledge to help them achieve good citizenship, strong leadership, and a rich cultural life.

Each student has a current textbook as well as supplemental material and access to the vast amounts of information provided by the Internet. Incorporating guest speakers, field trips, projects, role-playing, and classroom interaction enhances lessons.

The Middle School Social Studies program helps our youth by teaching them about the past so that they face the future by carrying out the duties and responsibilities of positive and effective citizenship.

SOCIAL STUDIES 5

Social Studies 5 stresses geographic, economic and social/cultural understandings related to the United States, Canada, and nations in Latin America. These perspectives build on and reinforce historic and political content about the United States, building on the foundation of the grade 4 social studies program.



SOCIAL STUDIES 6



This course emphasizes the interdependence of all people with a specific concentration on the Eastern Hemisphere. This is achieved through the study of cultural, social, historical, and political events. Economics and geography are used to critically evaluate the material taught and help prepare and contrast the Eastern Hemisphere with our own. Ancient civilizations are discussed and geography and map skills are taught.

SOCIAL STUDIES 7

Social Studies 7 has a focus on a chronologically organized study of the United States and New York history with linkage to Canada and Mexico. The course begins by tracing the human experience in the United States from pre-Columbian times to the Civil War, tying political, economic and social trends in our national history with parallel trends and time frames in New York history.



SOCIAL STUDIES 8

The eighth grade curriculum follows the seventh grade and begins with the Civil War and critically evaluates the evolution of our nation over the past two centuries. The students deal with topics such as sectionalism, boundaries, civil rights, industrialization, foreign policy, major conflicts, global involvement and current events.

CURRENT ISSUES (GRADE 8)

Research clearly indicates that a regular dose of current events has a multitude of benefits including building language and vocabulary, developing reading comprehension, critical thinking, problem solving, oral expression, and listening skills. Studying current events helps students understand the importance of people, events, and issues in the news. This stimulates students to explore and learn more about the news, and to pay attention to the news they see and hear outside of school; and can open communication between students and parents. Students who use digital media tend to score higher on standardized achievement tests particularly in Reading, Math, and Social Studies.



Current Issues is a ten-week course devoted to important issues dealing with the United States today. Current Issues is a discussion-based course where students drive the class and feel comfortable to share ideas and express opinions with one another. There will be various lectures throughout the ten weeks to enhance the students' learning experience. Students will have a current events article due each week and conduct a weekly oral presentation on their current event. Students will create a quarterly project on a current issue.

TECHNOLOGY EDUCATION

As technology grows, the need to be technologically literate is becoming increasingly important. Whether using the Internet to conduct research or for social purposes, learning how to use technology responsibly is imperative. The technology used at Hampton Bays Middle School blends the best of traditional technologies with the 21st Century STEM skills. In addition to computer and its software, our students have the opportunity to work inside an active wood shop and be able to create various projects such as carbon dioxide powered cars. Additionally, students are challenged to use Lego Mindstorms Robotics to complete specific goals. Students will have the opportunity to utilize equipment that will strengthen their understanding of technology and the processes involved to produce a finished product. Students will be able to create finished pieces out of rough lumber as well as projects that will race across the classroom powered by alternative forms of energy. Over the course of our students' four years of middle school, the history of technology will be reinforced with projects that reflect early technological advances, the use of rocketry as well as magnetism as a form of propulsion. Students will also be able to identify how we as a society could benefit from and live in a more sustainable environment.

Digital Leadership (Grade 5)

Expressing yourself through technology is vital to your future. In this course students will learn about various ways to communicate in today's world through digital technology. Students will: Learn technology terminology and skills through games and game creation. Learn how communication skills relate to trends in today's world and how this will help students to become a future leader and entrepreneur. Research, decide and reflect on how to put your best foot forward and tell the world how awesome they are! Apply skills to create personal brand materials and interest-related marketing tools, which will show the caliber of an innovative, digitally literate citizen they are. Students who pass this course earn introductory coding certificates through the National Code.org Program.



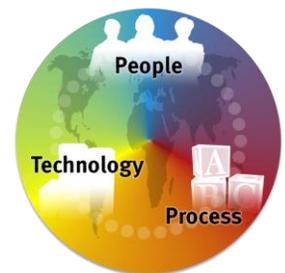
TECHNOLOGY 7



This is the first course in a program designed to enable 7th grade students to understand the concepts that underlie technological systems. Students will learn about the influence of technological systems on their total lifestyle, including home, school, and the world of art. Technology 7 is a full-year course that meets every other day.

TECHNOLOGY 8

Introduction to Technology 8 builds on concepts introduced in Technology 7, and addresses additional generic, technological concepts such as methods that people can use to control technological processes, technological career opportunities, and other personal and societal implications of technology. Students will encounter a wide variety of technical processes, monitor those processes and use feedback to control the operation of technological systems. Additionally, students are required to use the computer for accessing the data, controlling technical processes, record keeping, computerized decision-making, and word processing. Students enrolled in Technology 8 will be utilizing Computer Aided Drafting software to design objects that will be ready for production using 3D Printers. Technology 8 is a full-year course that meets every other day.





The vision of the Counseling Services Department is to ensure that every student acquires the academic, career and personal/social skills to reach their fullest potential and successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others. The counseling staff offers and manages a number of programs to ensure these goals are met. It is the view of the counseling staff that parents are important partners in the accomplishment of these goals.

School Counselor



The objectives of a school counselor is to assist students in reaching their potential in becoming effective learners, achieving optimal personal growth and setting appropriate career and educational goals. The goal is to complement the school-learning environment by using a child-centered, preventative and developmental approach. These goals are accomplished through classroom push-ins throughout the year, individual counseling and short term group counseling. Classroom lessons are conducted on a variety of topics including career and college awareness, academic improvement, bullying, diversity awareness, goal setting, and stress management.

School Psychologist

The school psychologist works closely with the special education staff in delivering the special education services. The school psychologist helps maintain an educational setting where instruction is diversified to include all learners. Ongoing consultation with staff, families and students, focuses on academic, social/emotional, and behavioral interventions. These interventions may include a variety of support both in and outside of the classroom. The school psychologist leads the Instructional Support Team to assist students' academic weaknesses. At times, assessment is warranted to evaluate a specific learning profile. The school psychologist also provides individual and group counseling to mandated special education students. Crisis intervention services are also an integral aspect of the work of the school psychologist and outside referral information and assistance is provided.



Committee on Special Education Chairperson

The CSE Chairperson services students and families within the Elementary and Middle Schools. The CSE Chairperson is responsible for day-to-day management and CSE functions, including oversight and monitoring of subcommittee activities, and coordinates all meetings and student evaluations. They assist parents through regular communication and encouragement regarding special education criteria, services and programs. They ensure that the district is following all appropriate legal processes in determining appropriate programming for children with disabilities, arrange approved services for in- and out-of-district students age 3 to 21, and are a liaison with community and special education service groups. They play an important role with district special education staff, meeting with special education support services staff, which includes psychologists, occupational therapists, physical therapists and speech therapists, as well as district special education teachers. They further conduct the re-evaluations on special education students and carry out the functions of a chairperson identified in Part 200 of the Regulations of the Commissioner of Education relating to students with disabilities.

HEALTH SERVICES

School Nurse



The school nurse is available everyday during school hours. The nurse should be notified if your child develops a health problem or needs medication during the year. Notify the nurse of any other health information such as recent surgery, seizure disorders, side effects of medications, etc.

Students may not have any medications, even over the counter medications, in their possession at school. All over the counter medications must be kept in the Nurse's Office and must be administered by the nurse. If your child requires over the counter medications, please send a note indicating dosage and frequency of dosage along with the medications. Parents/Guardians must bring the medication to the Nurse's Office first thing in the morning. If your child requires prescription medication, the medication, in its original container, must also be kept in the Nurse's Office. **Our school nurse will be able to administer medication when necessary. The nurse is required to have the instructions from the doctor and written permission from a parent in regards to both prescription and over-the-counter medicines.**

If your child has been restricted from activity due to an injury or illness, a physician's note is required to excuse him/her from physical education and recess. This note should state both the reason for the restriction and duration it is to be in effect. A note is also needed to resume physical education class.

Infectious and contagious diseases are spread easily among young children. Often, before symptoms appear, there are indications that a child is becoming ill; for example, unusual behavior, being cranky or crying, loss of appetite, sleeping more than usual.

Symptoms:

1. Fever 100 degrees oral or 101 degrees rectal. Children must be fever free for 24 hours before returning, without the assistance of Tylenol or other fever reducers. Children may return 24-48 hours after antibiotic therapy is started.
2. Constant or severe coughing. High pitched croupy or whooping sound after cough.
3. Severe congestion with difficulty breathing. If you send your child to school, the child may be sent home upon an evaluation by the school nurse.
4. Discharge from eye, ear, nose (green mucous discharge).
5. Diarrhea or vomiting.
6. Undiagnosed/suspicious rashes.

Any child exhibiting symptoms of a contagious disease or infection must be sent home, unless a doctor has provided as note stating that the child is not contagious. If, upon consulting with the School Physician, it is determined that the child may still be contagious, the child may be sent home.

If you are unsure where or not your child is well enough to attend school, consider this rule of thumb: Is the child able to participate in ALL activities and receive the care he/she needs without affecting the quality of care for the other children? Is the child vital enough to learn without disrupting the education of the other children?

The best method of protecting your child and preventing the spread of disease to other children and staff is to be alert, know the symptoms and keep your child at home during the course of a contagious or infectious illness.



THE SPECIAL EDUCATION PROGRAM

Hampton Bays Middle School offers a full continuum of special education programs and services for the 5th, 6th, 7th, and 8th grade students. Student abilities and needs are identified by the Committee on Special Education which includes the parent or guardian of the child, the regular education teacher, a special education teacher, a representative of the school who is qualified to provide, or supervise special education, and a parent of a student with a disability residing in the district, a school psychologist, the student when appropriate, and any individual with knowledge and expertise regarding the student. Educational services are determined based upon the results of evaluation(s), classroom performance, teacher reports, and parent input. The services are provided in the least restrictive environment appropriate to meet the special education needs of the student.

The Individualized Education Plan (IEP) is designed so that each student will meet their educational goals with success. Specific attention is paid to the social, physical management, and academic needs of the student. Through a wide variety of educational experiences, the student has an opportunity to learn and grow. When identified as necessary, related services such as Speech/Language Therapy, Counseling, Occupational Therapy, and Physical Therapy are provided. The primary goal of the Middle School Special Education Program is to foster the development of skills needed for a successful high school experience.

Our Resource Room program is a special education program for a student with a disability who requires specialized supplementary instruction in a small group setting for a portion of the school day. Resource Room programs are for the purpose of supplementing the general education classroom instruction of students with disabilities who are in need of such supplemental programs. Our Support Classes provide specialized supplementary instruction within specific content areas. Integrated Co-Teaching services are where a general education teacher and a special education teacher jointly provide instruction to a class that includes both students with and without disabilities to meet the diverse learning needs of all students in a class. Our Departmentalized Self Contained Class (DSC) Program is a class setting consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers. The Life Skills Academy is a highly structured setting. Students placed in this program require instruction in all functional curriculum areas as well as adapted daily living skills. The program has a strong functional academics component and a partial life skills component. Students in this program require intensive support for independent functioning.



CLUBS



Effective education for the middle school child also includes opportunities for exploration and activity beyond the classroom. A full club program enables early adolescents to channel their enthusiasm, talents, and energy in a positive direction and provides them with an opportunity for both students and teachers to work in a more informal, casual setting. A sense of identity with the school is fostered for students who want to become involved in extracurricular activities. Born out of such activities is a greater self-esteem and sense of belonging. Leadership skills are honed through club involvement with an emphasis on problem solving, team work and empowerment. Community service activities are a major component of many club activities and include projects and programs that contribute positively to the school and the wider Hampton Bays community.

Art Club

Builder's Club (Kiwanis)

Chess & Games Club

Drama Club

E.A.R.T.H. Club [Green Club]

FIRST LEGO League (MS Robotics)

Foreign Language Club

Garden Club

Green Craft Club

Harmonizers

Homework Club

Jazz Band

Let's Move Club

Mathletes

Newspaper Club

OWL Club [Outstanding Willing Leaders]

STAC [Science Takes Action Club]

Science Aquarium Club

Scrabble Club

S.A.D.D. [Students Against Destructive Decisions]

Student Council

Art Club (Grades 5-8)



The Middle School Art Club is for students in grades 5-8 with a keen interest in visual arts. Art club members will work on collaborative projects for murals and local museum shows (Parrish Art Museum, Long House Reserve, and/or the Children's Museum) as well as temporary art displays in our building. Members will also work with the drama club to create props and backdrops for the annual MS production. Projects will include a variety of medium such as clay, acrylic paint, paper-mache, collage, and ink. The club meets once a week after school.

Builder's Club (Kiwaniis-Grades 5-8)

Builders Club for middle school students was launched in 1975 after middle school and junior high students started showing interest in organizing to serve their home, school and community. With constant support from Kiwanis, Circle K, and Key Club, Builders Club has grown to a membership of 44,000 middle school students in 1,500 clubs in 13 nations.



The vision of the Builders Club is to develop competent, capable, caring leaders through the vehicle of service.

Objectives:

- * The club provides students with opportunities for working together in service to our school and community.
- * To develop leadership potential.
- *To foster the development of strong moral character.
- *To encourage loyalty to school, community and nation.

Core Values

Character building: The ability to do the right thing, even when it might be the unpopular choice.

Leadership: The ability to listen, communicate, serve and guide others.

Inclusiveness: Accepting and welcoming differences in other people.

Caring: The act of being concerned about or interested in other people or situations.

Chess & Games Club (Grades 5-8)



This club meets bi-monthly to have fun and make friends while playing chess and other games of skill.

Drama Club (Grades 5-8)



The Drama Club serves as an introduction to the dramatic arts. The Club will explore the practices and procedures involved with producing a Middle School play. Students will also have the opportunity to learn scene study, improvisation, and monologue techniques. Members of the Club will have the opportunity to audition for the school play, which will be performed in the spring.

E.A.R.T.H. Club (Grades 5-8)

EARTH [Everybody Advocating Resourcefulness Through Helping Hands] is the Hampton Bays Middle School's environmental "green" club. Our mission is to nurture an increased awareness of our environment and encourage people to reduce, reuse, and recycle our resources to provide for a more sustainable future. Meetings are the second and fourth Tuesday of each month.



FIRST LEGO League (MS Robotics Grades 5-8)



FIRST LEGO League introduces students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface. FLL teams, guided by their imaginations and adult coaches, discover exciting career possibilities and, through the process, learn to make positive contributions to society. After constructing LEGO robots students will have the opportunity to compete in competitions against other LEGO robots. Besides the robotics competition students are also challenged by developing a research project revolving around real-world issues.

These projects typically relate to the overall theme of the competition each year.

Foreign Language Club



Foreign Language Club offers an exciting way to experience other cultures without having to leave the country. All students in the Middle School are welcome to join, particularly those who wish to immerse themselves in world languages and cultures beyond a regular class period. From October until May, members discover the many countries of the world and take part in a variety of cultural activities. Each month, members also enjoy cultural celebrations which usually include different foods, music, trivia games and contests, foreign video clips or films and much more. In addition, Foreign Language Club hosts the National Foreign Language Week annual poster contest as well as Around the World Night, which has turned into one of the biggest events that HBMS has to offer. Members have the exclusive opportunity to help plan and coordinate the activities and events for this special evening.

Garden Club (Grades 5-8)

This club meets on Monday afternoons in May and June. Our small club of 4-5 students work on planting and harvesting the greenhouse and garden. We also learn about how to grow vegetables for our school lunchroom. We provide the cafeteria staff with produce we grow.

Students in the **Summer Learning Academy** participate in growing food and harvesting produce for our summer farm stand. They also learn the nutritional value of the food we grow. We work with a nutritionist from the Cornell Cooperative Extension.

GREEN Craft Club (Grades 5-8)

Don't throw it out, put excess items in our environment to good use!

The Green Craft Club's goal is to utilize common items we generally throw out to create new, useable, and useful items. The concept of sustainability is not new, crafters and sewers since the earliest settlers in our country have created new items from old ones. In the Green Craft Club you will learn to recycle even the oldest and most moth eaten wool sweater, a forgotten dress shirt, an old pair of jeans, even empty juice containers into new and useable eco-friendly creations. Sewing green means being creative with existing resources instead of buying new.



Students in the Green Craft Club will also be introduced to the concept of "Green Baking". Cooking with local and seasonal ingredients and making the best use of our energy resources.

Harmonizers (Grades 6-8)

This is a select vocal jazz ensemble that performs a more difficult repertoire than the traditional chorus class. Students in 6th, 7th, and 8th grade audition for this choir for the chance to sing their favorite jazz, pop, show tunes, and many other genres in three-part and four-part harmony. Students will have the opportunity to participate in Hampton Music Educators Association Festival, the Suffolk County Music Educator's Festival, the NYSSMA Solo Festival, as well as the Hampton Bay's District Jazz Night. This club meets twice per week and performs at several concerts throughout the year.



Homework Club (Grades 5-8)



The Homework Club is a place to do homework assignments under the supervision and help of a teacher. Students may sign up daily. Homework Club is open Monday – Thursday, from 2:30pm – 3:10pm. There is a late bus available at 3:10pm.

Jazz Band

This is a select ensemble that performs challenging repertoire in the jazz genre. Students in 6th, 7th, and 8th grade audition for this group for the chance to learn how to play jazz and improvise solos. Students will have the opportunity to participate in Hampton Music Educators Association Festival, the Suffolk County Music Educator's Festival, the NYSSMA Solo Festival, as well as the Hampton Bay's District Jazz Night. This club meets twice per week and performs at several concerts throughout the year.



Lets Move Club (Grades 5-8)

Physical Activity is an essential component of a healthy lifestyle. In combination with healthy eating it can help prevent a range of illnesses. The mission of the "Let's Move" Club is to encourage students to be physically active, educate them in regard to health and wellness, and to give them a wide variety of activities to engage in throughout the year.

Mathletes (Grades 7-8)

The Math Team is for 7th and 8th grade students that enjoy the challenge of mathematical problem solving. The Team participates in 5 meets, one afternoon a month, from October through February. The Suffolk County Math League sponsors the program; therefore the competitions involve schools throughout all of Suffolk County. Several of the meets take place at other schools and involve travel.



Newspaper Club (Grades 5-8)



The News Club for 5th through 8th graders will bring school news, current events, and personal writing pieces to the school community through various media formats. Using social media, video, and written mediums, the students will learn about editing, writing, scripting, reporting, and digital literacy through an authentic, "hands-on" approach.

OWL Leadership Club (Outstanding Willing Leaders) (Grades 5-8)

The club's main objective is to support and encourage leadership skills in students. This is accomplished through a number of school programs. Club members run the Welcome Wagon Program that provides "buddies" and orientation to new students entering the Middle School. Students are role models for younger students and assist in various school programs. The club is also involved in school and community service projects throughout the year, such as the Great East End Cleanup, Welcome Breakfast, Green Pledge Awareness and World Kindness Day.



Science Takes Action Club (STAC) (Grades 5-8)



The Science Takes Action Club is designed to allow students in grades 5-8 an opportunity to investigate environmental issues and take action. Our Annual Environmental Expo project allows students to choose a science related issue of interest, research the topic, develop an action plan and create an invention or project to benefit the environment. The students share their information at our, "Annual Environmental Expo Night", along with the school community. STAC students also participate in the East End Clean Up, a volunteer based program to remove litter from local roadsides, parks, and beaches. In addition, STAC students work with the Southampton Animal Shelter Rescue Program and collect donated pet supplies for the shelter. A shelter educator speaks to our students about adoption and animal rights. We welcome speakers throughout the school year to help educate students on a range of environmental topics. Some of our speakers have included:

Dr. Stephanie Forsberg, science teacher from the Hampton Bays High School who informs our middle school students about the Science Thesis Research Program. The students learn how they can be part of this educational program once they are at the high school. A Registered Bilingual Dietician, Marta Blanco, from Cornell Cooperative Extension holds workshops and classes about nutrition, food supply and wellness. Cornell experts in the areas of soil, insects, farming, composting, and water preservation have also presented to our club members. Over the last five years our STAC members have been involved in the school-community garden and greenhouse to promote sustainability and the environmental benefits of growing food locally. They have taken part in the planting, harvesting and delivery of garden food in our school cafeteria and school and local farm stands. The club has donated several pounds of garden grown food to the local food pantry as well. The STAC club meets monthly to discuss how we, as concerned environmentally conscience citizens, (students) can make our "Green" Hampton Bays Middle School even more efficient to serve our school population. STAC works in partnership with the Kiwanis Builders Club, a community service club sponsored by Southampton Kiwanis.

Science Aquarium Club (Grades 5-8)

This Club meets every week. Students in grades 5-8 explore the wonders of science, take care of resident animals and do experiments. The aquarists are responsible for setting up and maintaining Hampton Bays Middle School's 220-gallon salt-water tank.

<http://www.hb->

schools.us/education/components/scrapbook/default.php?scsession=expire§iondetailid=10204&&cms_mode=view



Scrabble Club (Grades 5-8)



Since 2001, students in Hampton Bays Schools participated in the School SCRABBLE Program. The students play in teams of two and learn to score big with words like AA, QWERTY and ZA while learning strategy, rack balancing, time management and sportsmanship.

INTRO TO SCHOOL SCRABBLE is for students who have little (1 year or less) or no School SCRABBLE experience. This is a 6-week after-school activity that meets in the Fall and covers the basics of playing this classic game with a teammate, introduces COOL WORDS TO KNOW and explores tournament rules. This group is perfect for seeing what School SCRABBLE is all about.

SCHOOL SCRABBLE CLUB meets once a week after-school from January until May. The focus of the club is to improve word knowledge, strategies and teamwork. After a few weeks of "refreshing", students will compete in an intra-club tournament to determine which two teams will represent the Middle School at the National School SCRABBLE Championship. There is also an intra-club tournament to determine the Middle School SCRABBLE Champs.

Students Against Destructive Decisions (S.A.D.D.)



Founded as Students Against Drunk Driving in 1981, the Hampton Bays chapter of S.A.D.D. is one of the first chapters formed in the United States. In 1987 S.A.D.D. expanded its mission to include Middle School students. In Hampton Bays, our Middle School S.A.D.D. club is also proud to be a founding chapter of this effort. Current chapters are titled Students Against Destructive Decisions. Our objective is to support Middle School members who face many choices in their lives beyond those of drinking and driving. Our chapter assists our members in their desire to grow as responsible young adults. Our mission includes projects aimed at the prevention of alcohol and other drug abuse, bullying prevention, and encouraging healthy choices. In this effort, we focus on making a positive connection between our club members and the community. We feel having our students involved with their community will play a vital role in establishing a healthy lifestyle.

Student Council (Grade 7 & 8)

Student Council is the primary student leadership organization for Middle School activities. The Council coordinates activities that include all grade levels and provides community service opportunities for all students. The Council is led by Student Council Officers (Grade 8 students) who apply for office at the end of 7th grade and are then voted in by the entire school faculty. The officers represent 10% of the entire class and meet every day in advisory.



National Junior Honor Society

<http://ohalloranhbms.weebly.com/national-junior-honor-society.html>

The National Junior Honor Society chapter of Hampton Bays Middle School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in five areas: scholarship, leadership, service, citizenship, and character. Standards for selection are established by the national office of NJHS and have been revised to meet our local chapter needs. Students are selected by a five-member Faculty Council, appointed by the Principal, that honors qualified students on behalf of the total faculty of our school. A formal induction ceremony is held at the school to recognize all the newly selected members. Family members, school staff and friends are welcome to attend this special ceremony.

Scholarship

- GPA of 92 or better

Students in the 2nd quarter of 8th grade are eligible for membership. For the scholarship criteria, a student must have a cumulative GPA of 92 or better in all subjects. This is based on the four quarters of 7th grade and two quarters of 8th grade. Students who have transferred from another school must be enrolled by the end of September in their 8th grade year, in order to be considered. Students must first meet the scholarship criterion. They are then invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership and service.

Service

- A minimum of five hours of community and/or school service (verified by a supervising adult) done between the start of 7th grade until the end of quarter 2 in 8th grade.
- Participates in school or community activities: Girl Scouts, Boy Scouts, church group, volunteer service.
- He/she volunteers dependable and well-organized assistance, willingly gives of his/her own time.
- Works well with others and is willing to take on more difficult tasks.
- Willingly represents his/her own class or school and is courteous and assists visitors, teachers and students.

Leadership

- * Is resourceful in proposing new problems, applying principles and making suggestions.
- * Demonstrates leadership in promoting school activities
- * Demonstrates leadership in the classroom and in school activities.
- * Holds school offices or positions of responsibility and are reliable and dependable.
- * Inspires positive behavior in others

The Student Activity Information Form describes all the community/school service and leadership experience accomplished since 7th grade and gives a broad picture of a student's commitment to community service. A history of leadership experiences and participation in school or community service is required. Leadership experience can be drawn from school or community activities while working with or for others. Community/school service is an on-going focus in the Hampton Bays Middle School. There are numerous opportunities in the middle school for our students to become involved in service activities. Community activities outside of school are encouraged. For the purposes of the National Junior Honor Society, service and leadership activity should be firmly established in the 7th grade and continue into the 8th grade. Teachers, club advisors, coaches and the middle school counseling staff are resources for information about school and community service opportunities.

Character

- Takes criticism willingly and accepts recommendations graciously.
- Cooperates by complying with school regulations concerning, property, programs, halls, etc.
- Demonstrates highest standards of honesty and reliability.
- Shows courtesy and respect for others.
- Avoids cheating and is unwilling to profit by the mistakes of others.
- Uses time wisely, knows when to work and when “to play”

To evaluate a candidate’s character, the Faculty Council uses two forms of input. First, school disciplinary records are reviewed. Excessive or habitual absences or tardiness will be taken into consideration. Secondly, members of the faculty are solicited for input regarding their professional reflections on a candidate’s service activities, character, citizenship, and leadership. The Faculty Council carefully reviews this information.

Citizenship

- * Has a high regard for freedom and justice; respects our government.
- * Understands the importance of civic responsibility.

A majority vote of the Council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule. In the event of non-selection, students shall be so informed by the NJHS advisor. Any questions about the NJHS Faculty Council’s decision should be presented to the NJHS advisor within a week after notification of non-selection. Should the student or his/her parents still not be satisfied, the next level of discussion should take place with the principal of the Middle School. It is important to understand that once a student has joined, he/she must maintain the same high standards by which he/she first qualified. Should he/she fail to meet those standards he/she is first given a verbal and written warning by the advisor. The second time he/she may be dismissed from the society. Please note this one exception to the dismissal policy: in the case of a flagrant violation of school rules or civil rules, a member does not necessarily have to be warned.

The National Junior Honor Society is an elite group of students who meet and must maintain rigid academic and personal standards. Members take pride in their accomplishments and strive diligently toward their goals of attaining a superior education and of contributing to their school and community.

Students or parents/guardians who have questions regarding the selection process or membership can contact the chapter advisor, Mrs. Laurie O’Halloran, Middle School Counselor by phone at (631) 723-4700 ext. 2106 or ext.2115.

***NJHS maintains policies and practices that are designed to prevent discrimination against any qualified candidate on the basis of race, color, religion, ancestry, national origin, sex, and disability. This policy of nondiscrimination applies to all practices, including the selection, discipline, and dismissal of members.*



The Intramural Program exposes students to different sports and activities that they might not have been exposed to before. The focus will be on having fun while developing improved skills and an understanding of the activity they choose

Hampton Bays Middle School offers thirteen interscholastic sports, during 4 seasons, for students in Grades 7 & 8.

Fall (September)

Early Winter (November)

Late Winter (January)

Spring (March)

(24 Teams Total)

Boys Sports

Football
Basketball (2)
Wrestling
Baseball
Boys Soccer

Boys Lacrosse
Cross Country
Boys Tennis
Golf (JV/V Level)
Track & Field

Girls Sports

Soccer
Volleyball (2)
Girls Basketball (2)
Softball
Field Hockey
Lacrosse

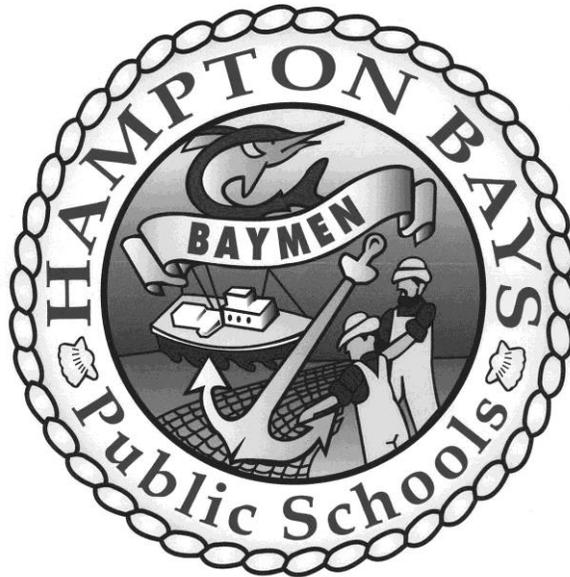
Cross Country
Track & Field
Girls Tennis
Gymnastics
Golf (JV/V Level)

To access team schedules log onto: **www.sectionxi.org**

HBSD Athletics Page: <http://www.hbschools.us/>

HAMPTON BAYS MIDDLE SCHOOL

2015 - 2016



70 Ponquogue Avenue
Hampton Bays, New York 11946
Main Office – (631) 723-4700
www.hbschools.us

Dennis J. Schug Jr., Principal
Anthony DeBlasio, Assistant Principal

MISSION STATEMENT

Hampton Bays Middle School, in partnership with parents and the community, provides a safe, orderly environment with enriched educational programs and the strong leadership necessary to instill the ideals of responsibility, self-respect, and good citizenship that enable each student to develop to his or her fullest potential.

We work together to ensure learning is relevant for all students, honoring who we are today and who we hope to become during our time at Hampton Bays Middle School.

ATTENDANCE

Absences

Regular attendance and punctuality are vital to the education and well being of each child. Parents are urged to ensure that each child attends regularly and arrives at school on time. **All students should arrive by 7:40am and must be in advisory by 7:45am.**

When the student is absent, the parent or guardian must telephone the nurse's office between 7:30am and 8:30am by calling 723-4700, extension 2128. New York State attendance law requires a written excuse each time a student is tardy or absent from school. A note must accompany the student upon his or her return to school for every absence and lateness. If no note is received, the absence will be marked illegal.

Infectious diseases are spread easily among young children. Often, before symptoms appear, there are indications that a child is becoming ill; for example, unusual behavior: being cranky or crying, loss of appetite, or sleeping more than usual.

If your child exhibits any of the symptoms below, he/she should be kept home until the symptoms disappear or a physician decides he/she can return without spreading the infection to other children or staff:

1. Fever of 100 degrees. Children must be fever free for 24 hours before returning, without the assistance of Tylenol or other fever reducers. Children may return 24-48 hours after antibiotic therapy is started.
2. Earache, sore throat, trouble swallowing.
3. Constant or severe coughing. High pitched croupy or whooping sound after cough.
4. Congestion with difficulty breathing.
5. Discharge from eye, ear, nose (green mucous discharge).
6. Diarrhea or vomiting.
7. Pink eye - redness of eyelid lining, irritation followed by swelling, discharge of pus, crusty eyelids/lashes.
8. Undiagnosed rashes.
9. General lethargy - if a child is unusually uncomfortable or unable to participate in routine activities.
10. Head lice.

Note: Any child exhibiting symptoms of a contagious disease or infection must be sent home, unless a doctor has provided a note stating that the child is not contagious.

The Hampton Bays Board of Education recognizes the following legal excuses for student absence, each of which must be verified by the student's parent/guardian or school personnel, where applicable:

1. Personal illness
2. Death in the immediate family
3. Religious observance
4. Required attendance in court
5. Approved school-sponsored activities, including field trips, interscholastic athletics, musical and other competitions.
6. Directed or authorized presence at the Administrative Offices or Nurse's office.
7. Quarantine
8. Emergency dental and medical appointments

If a student is absent for 30 unexcused days in a school year, the Instructional Support Team (IST) will meet to evaluate the case. **Non-school vacation days are not excused absences, nor are extended visitations to a native country.** Excessive absences may ultimately be addressed through written warning letters, parent meetings, a Child Protective Services notification, a PINS (Person In Need of Supervision) referral, retention, or a Superintendent's Hearing.

Lateness

Students are expected to report to their advisory no later than 7:45am. They are considered late if they arrive after this time and should report to the Nurse's Office. If a pattern of lateness develops, a conference with the parent, student, teacher and principal will be held.

- ❑ UNEXCUSED LATENESS TO CLASS MAY BE REFLECTED IN A STUDENT’S PARTICIPATION GRADE AND/OR RESULT IN TEACHER DETENTIONS.
- ❑ EVERY THREE (3) LATENESSES IN A QUARTER WILL EQUAL ONE ABSENCE FROM CLASS.
- ❑ A TARDY OF 20 MINUTES OR MORE WILL BE RECORDED AS A CLASS ABSENCE.
- ❑ UPON THE SIXTH LATENESS, CONSTITUTING TWO ABSENCES, THE TEACHER MUST NOTIFY THE PARENTS AND DOCUMENT SUCH NOTIFICATION (PHONE LOG, WRITTEN NOTE, ETC.) OF THE LATENESS PROBLEM.

Absent Child’s Work

Students who are absent are responsible for missed work. If your child is absent from school for more than 3 days you may call the counseling office to place a homework request.

To request homework:

- ❑ Request should be called in by 9:00 a.m. to the Counseling Office at (631)723-4700 ext. 2106 to ensure the teacher(s) has sufficient time to gather the materials for your child.
- ❑ Call the office at 2:15p.m. to confirm that there is work for your child.
- ❑ Pick-up your child’s work from the main office by 3:30 p.m.

ARRIVAL AND DISMISSAL

Arrival

Children should not be dropped off prior to 7:25am. Children must be in advisory by 7:45am.

Parents/Guardians who drop students off should do so in the rear of the middle school by the gymnasium. Bus riders will be dropped off at the front doors.

Dismissal

When students are dismissed, they should cross only where the crossing guards are stationed. Prior to dismissal, parents will not be permitted to drive into the bus loop. They may park and wait on Ponquogue Avenue or line up in the driveway by the gymnasium.

EMERGENCY SCHOOL CLOSING

When necessary, due to extreme weather conditions or an emergency, an announcement of “no school,” “delayed opening,” or “early dismissal,” will be made on the Hampton Bays School District’s website, on News Channel 12, and over the following radio stations:

WRIV	1390 AM	WBAZ	101.7 FM
WALK	1370 AM – 97.5 FM	WLNG	1600 AM – 92.1 FM

Announcements are carried by the stations and generally begin about 6:30am. Please do not call the school or the radio stations for closing information. It is imperative that every family has a contingency plan in case of early dismissal. This means your child should know where to go in case you are not home. **In the event of a delayed opening, children will not be provided access to the building until the start of school.**

HAMPTON BAYS ATHLETIC CONTRACT

Participation in interscholastic athletics is a privilege. Students wishing to take advantage of the opportunities presented to them by the Hampton Bays School District must show a commitment to the athletic program by regular attendance at practices and contests, as well as conformity to the rules established by the district and coach. The privilege of competing in interscholastic athletics in the Hampton Bays UFSD requires that each athlete adhere to a number of conditions that enhance their commitment to his/her school and community, family, coaches, and himself/herself. Poor sportsmanship and other behavior unbecoming an athlete representing Hampton Bays, including misconduct or unlawful conduct on or off school grounds, failure to comply with the Student Code of Conduct (Handbook) and/or this Athletic Contract may result in disciplinary action, suspension and/or dismissal from the interscholastic athletic program. Student athletes are accountable for all athletic regulations throughout the year, **including the summer months.**

A. Student Rights

Students participating in a Interscholastic Athletic program are governed by the rights, protection and responsibilities as prescribed by the New York State Athletic Association, Section XI and the Hampton Bays School District policies and guidelines. Athletics is a privilege not a right.

B. Students Responsibilities

Students earn the privilege of participating in athletics based on good citizenship, accepting responsibility and maintaining appropriate behavior in school, at school events and outside of school. The Board of Education, faculty, staff and administration of the Hampton Bays School District strongly believe that all students should be accountable for their actions. Participants are required to conform to the rules and regulations of their school, Section XI, and to conduct themselves in a safe and sportsmanlike manner. Athletes and their parents are responsible to review the student handbook and Code of Conduct and be aware of its content.

C. Eligibility

- All athletic candidates must be a bona fide student and adhere to the N.Y.S.P.H.S.A.A. rules and regulations.
- All athletic candidates must have completed a sports physical and be approved for interscholastic athletic competition by the school approved medical authority prior to participation. To resume participation following an illness and/or injury serious enough to require medical care, a student must present to the school official a physician's written release to resume play.
- A student shall be eligible for interscholastic competition for four consecutive years in grades 9, 10, 11 and 12 until his/her nineteenth birthday. If the age of nineteen years is reached on or after July 1, the students may continue to participate during that school year in all sports.
- A student in grade 7 or 8 who is selected to participate at the Varsity or Junior Varsity level must pass selection/classification before being able to compete.
- Reside with the parents, the parent with legal custody, or a court appointed guardian who has acted in such a capacity for a period of six months or more.
- Not accept cash awards or compensation more than \$250, or have ever signed a contract with or played for a professional athletic organization.
- Must be prepared, dressed, and participate in Physical Education class to participate or play in an athletic event.

D. Substance Abuse

The possession and/or use and /or being under the influence of any tobacco product, alcohol, illegal drug, steroids, or any legal drug or controlled substance for which the individual does not have a legitimate purpose and authorization of his/her parent/legal guardian or a medical professional and the approval of the District, at any time or place, shall result in disciplinary action which may include suspension from the team for a period of time, suspension from the team for the remainder of the season, or suspension from participation on any athletic team for the remainder of the school year or longer. (suspensions may carry over to the next sport season in which the student participates). In addition, such conduct by an athlete may also be referred to the Building principal and/or Superintendent of School for disciplinary consequences pursuant to NYS Educational Law, Section 3214.”

E. Hazing –Initiation Ceremony (A Crime in New York State)

“A person is guilty of hazing...when, in the course of another student's entry into or affiliation with any team or club, s/he intentionally or recklessly engages in conduct which creates a risk of physical injury, emotional harm or a feeling of intimidation toward another student or students.” This includes, but not limited to physical harm, threatened harm,

harassment, ridicule, criticism and causing the victim to damage public or private property. Any type of “initiation or hazing” is prohibited. Athletes who violate the “hazing” rules will be subject to severe discipline and may be subject to criminal action.

F. Academics

It is recognized that the primary function of the school is to provide each student with a basic education. Therefore, the Principal or administration reserves the right to remove a student from a team if that student is not performing academically as explained in the Hampton Bays UFSD extra-curricular academic eligibility requirements.

G. Attendance

- If any athlete is absent or suspended from school, s/he may not participate in any practice, scrimmage, or game on that day.
- If any athlete signs in after 9:04 a.m. in the High School and after 9:26 a.m. in the Middle School, with a non-excused absence, they may not participate in any practice, scrimmage, or game on that day.
- No student may quit one sport and then participate in another once teams have been selected without Athletic Director approval.

**** In addition, any student leaving school for reasons other than medical, legal, or educational/school related will not be allowed to participate in any after-school activities regardless of the time that he/she returns to school. Students leaving for medical, legal, or educational/school related reasons must bring in documentation from their health care professional, attorney, or educational institution and submit it to the principal/administration, upon return, in order to be permitted to participate in any after school activity.*

H. Equipment

The care of team equipment is each athlete’s responsibility. Each piece of equipment issued to an athlete must be returned. Any athlete who “owes” the return of a piece of equipment or payment for a piece of equipment may not participate in any scrimmages or contests until the equipment is returned or restitution is made.

I. Injuries

All injuries should be reported to the coach as soon as possible so that treatment may begin immediately and necessary insurance regulations complied with.

J. Assumption of Risk

Injury, including”, but not limited to, permanent physical injury,” paralysis or death, is a risk that must be assumed when engaging in sports; accordingly, it is acknowledged that the athlete assumes the risk of such injury or death and in consideration of the District permitting participation in interscholastic athletics, the student-athlete and his/her parents/guardians agree not to hold the District liable for any such injury, including death.

Reporting a Violation for Code of Conduct and Athletic Rules and Regulations

Any athlete observed exhibiting, or reliably reported to have exhibited, conduct unbecoming an athlete shall be investigated and may be referred to the Athletic Director. Any individual may make such a report; however, anonymous reports shall not be accepted for investigation without corroboration from additional evidence. Where the matter is referred to the Athletic Director, he/she will conduct an investigation of the allegation of conduct unbecoming an athlete and determine what disciplinary action, if any, shall be imposed.”

Consequences for Violating the Districts Code of Conduct

Hampton Bays UFSD adheres to a three-tiered approach regarding consequences to violations of the Athletic Rules and Regulations. The three tiers of consequences are intended to facilitate the goals of an educational institution to alert, inform, and provide an opportunity to learn from mistakes and be successful with future choices.

The Athletic Rules and Regulations will be in effect from the beginning of the student athlete’s initial interscholastic participation through the student athlete’s high school graduation, including summer months. *The beginning of the season is defined as the first day of practice.*

Please note that the disciplinary actions noted are advisory recommendations for penalties. The Athletic Director and/or administration have the authority to depart from these recommendations based on the nature of the offense and the disciplinary

records of the involved student athletes. As a general rule, discipline will be progressive and subsequent violations occurring during the same school year will result in increased penalties for the student athlete.

A violation of the rules typically will result in the following:

- First Offense: Suspension from participation in 20% - 30% of the regularly scheduled contests of the team on which he/she is playing. Participation in the Mandatory Educational Program if deemed appropriate given the nature of the misconduct. (See below)
- Second Offense: Suspension from participation in 50% to 60% of the regularly scheduled contests of the team on which he/she is playing. Participation in the Mandatory Educational Program, if deemed appropriate given the nature of the misconduct. (See below)
- Third Offense: Dismissal from the team for a period up to one calendar year or permanent suspension from all athletic programs for the duration of the student's school career.

In addition to the disciplinary consequences, the student athlete also may be required to perform community service or attend Southampton Youth Court as determined by the administration.

All final decisions are appealable to the Principal, then to the Superintendent of Schools and then to the Board of Education.

Mandatory Education Program: Any student athlete that violates the regulations for drug and/or alcohol use will be required to participate in a substance abuse Educational program developed or approved by the Hampton Bays UFSD. A failure to participate in this program shall result in continued athletic suspension until this requirement is met.

Carry-over: If the duration of the consequences goes beyond the end of the current season, it will carry over to the next season in which the student participates. It will not effect the try-out period for the next season.

Suspensions: Suspensions apply only to regularly scheduled contests or events and do not include scrimmages.

Loss of Leadership Positions: Any violation of the rules could result in loss of team captaincy and other leadership positions. Athletes who violate the rules may be ineligible for post-season awards from Hampton Bays UFSD.

Self-Referral – 1st offense only: In recognizing the importance of the values of honesty and integrity, any first time violations that are self or family reported, prior to the district's initiation of an investigation and/or disciplinary proceedings against the student athlete, typically will receive a reduction of penalty of 50%.

Implementation of Suspension: Suspension shall begin immediately after the athlete is determined to be in violation of the District's Code of Conduct and/or the Athletic Rules and Regulations. All violations of the Code of Conduct and/or the Athletic Rules and Regulations shall be maintained in the student athlete's athletic record and the student athlete's history of violations shall be considered when determining appropriate sanctions for misconduct. **During the period of suspension, a student athlete shall attend all practices and shall be allowed to participate in practice. On game days, the suspended student athlete will be expected to attend the athletic contest and sit on the bench.**

EXTRA-CURRICULAR ACADEMIC ELIGIBILITY POLICY

The Board of Education for the Hampton Bays School District has adopted a policy establishing academic standards for students to participate in extra-curricular activities and athletics. Academic learning is the first priority for all the students in Hampton Bays Schools; therefore participation in extra-curricular activities is a privilege, not a right. In order to participate in extra-curricular activities, a student must maintain a minimum level of academic performance. The Board of Education also expects students to conduct themselves in accordance with school district policies at all times.

In order to meet the school objectives and insure compliance with the requirements set forth above, the Board of Education adopts the following policy:

- A LIST OF ALL STUDENTS INVOLVED IN EXTRA-CURRICULAR ACTIVITIES WILL BE REGULARLY DISTRIBUTED TO TEACHERS DURING THE SCHOOL YEAR SO THAT THE TEACHERS CAN REPORT TO ADMINISTRATION ON THE ACADEMIC PERFORMANCE AND EFFORT OF THE STUDENTS IN EXTRA-CURRICULAR ACTIVITIES. EXTRA-CURRICULAR ACTIVITIES INCLUDE NON-GRADE BEARING STUDENT ACTIVITIES.

- WHEN TWO OR MORE TEACHERS IDENTIFY A STUDENT IN ANY REPORTING PERIOD, OR A STUDENT IS IDENTIFIED BY THE SAME TEACHER FOR TWO CONSECUTIVE REPORTING PERIODS AS HAVING ACADEMIC DIFFICULTY, HE/SHE WILL APPEAR BEFORE A REVIEW COMMITTEE WHERE A RECOMMENDATION FOR FUTURE EXPECTATIONS AND A REMEDIAL PLAN TO ASSIST THE STUDENT IN MEETING THE OBJECTIVES WILL BE OUTLINED. A WARNING LETTER WILL BE SENT HOME TO THE PARENT/GUARDIAN OF THE STUDENT WHOSE NAME HAS BEEN CIRCLED.

- THE REVIEW COMMITTEE WILL CONSIST OF THE TEACHER WHO IDENTIFIED THE STUDENT, PARENT AND ADVISOR OR COACH OF THE EXTRA-CURRICULAR ACTIVITY IN WHICH THE STUDENT IS INVOLVED, AND THE STUDENT'S SPECIAL EDUCATION TEACHER IF NEEDED. THE STUDENT WILL BE ASKED TO ATTEND AN ACADEMIC ELIGIBILITY CONFERENCE CONDUCTED BY AN ADMINISTRATOR. IF A TEACHER CANNOT ATTEND THE ELIGIBILITY MEETING, THE TEACHER WILL PROVIDE SPECIFIC WRITTEN CONCERNS AND FUTURE EXPECTATIONS FOR THAT STUDENT PRIOR TO THE MEETING.

- THE ELIGIBILITY CONFERENCE WILL TAKE PLACE AS SOON AS POSSIBLE BUT IN NO EVENT LATER THAN FIVE SCHOOL DAYS AFTER THE STUDENT HAS BEEN IDENTIFIED. THE PARENT OR GUARDIAN OF THE STUDENT SHALL BE GIVEN PRIOR NOTICE OF THE TIME AND PLACE OF THE CONFERENCE AND WILL BE ENCOURAGED TO ATTEND.

- AS A RESULT OF THE CONFERENCE, A REMEDIAL ACTION PLAN WILL BE WRITTEN AND EXPLAINED TO THE STUDENT BASED ON THE BEST COURSE OF ACTION DETERMINED. THE STUDENT WILL BE REQUIRED TO SIGN THE ACTION PLAN AS AN ACKNOWLEDGMENT AND UNDERSTANDING OF THE PLAN.

- ❑ PROGRESSION OF THE REMEDIAL ACTION UNDER THIS POLICY IS AS FOLLOWS:
 - PLACEMENT ON PROBATION FOR ACTIVITIES WITH A REMEDIAL PLAN FOR THREE WEEKS.
 - SUSPENSION IS SPECIFIC FOR THE FOLLOWING AREAS:
 - Athletics - Suspended from 20% of Non-League and League games. (Post-season contests are affected by suspension.)
 - Theater - Suspended for 20% of the practices/performances based on tryout period through the end of production.
 - Student Clubs - Suspended from club for three weeks.
 - Dismissal of the student from all extra-curricular activities, as follows:
 - Athletics: Through the end of the current season.
 - Theater: Through the present performance.
 - Clubs: Dismissal from a club would be to the end of the quarter.
 - The parent/guardian, as well as other participants in the conference, will receive written notification of the remedial action within five school days of the conference.
- ❑ Students who fail two or more subjects on their 1st, 2nd, 3rd or 4th quarter report cards will automatically be suspended from extra-curricular activities for a period as determined above. Fourth quarter suspension will carry over to the 1st quarter of the following school year. Suspension will begin when quarter grades have been reported to the athletic office.
- ❑ Students who fail two or more classes for the year and who do not attend and pass summer school will begin the next school year on suspension, as noted above.
- ❑ Extenuating circumstances regarding ANY component of the eligibility policy WILL BE brought to the appropriate administrator for review.
- ❑ Appeals Process: Any decision regarding eligibility may be subject to the Secondary School Principal, then to the Superintendent and then to the BOE.
- ❑ Students participating in athletics will be held accountable in accordance to the Hampton Bays Union Free School District's Athletic Contract

GRADING POLICY SUMMARY

Hampton Bays School District recognizes that a grading policy must be multi-faceted. Many criteria must be evaluated in order to effectively assess student growth and achievements.

- ❑ QUARTER GRADES SHOULD BE BASED ON TESTS, QUIZZES, HOMEWORK, PROJECTS, CLASS PARTICIPATION AND/OR OTHER CRITERIA SPECIFIC TO INDIVIDUAL SUBJECTS (I.E., LABS FOR SCIENCE).
- ❑ INDIVIDUAL TEACHERS WILL ESTABLISH CRITERIA AND COMPONENT PERCENTAGE.

- EACH TEACHER MUST PROVIDE STUDENTS WITH A COPY OF THEIR GRADING POLICY THE FIRST WEEK OF CLASS. PARENTS WILL RECEIVE A COPY OF THE GRADING POLICY BY OPEN HOUSE.

- ALL TEACHERS MUST INCLUDE A PARTICIPATION COMPONENT IN THEIR GRADING POLICY. THIS SHOULD NOT EXCEED 15% OF THE QUARTER GRADE.

- PARTICIPATION GRADES **MAY** BE BASED ON CLASS ATTENDANCE, PREPAREDNESS, CLASS PARTICIPATION, BEHAVIOR AND ATTITUDE, AND OTHER FACTORS DETERMINED AT THE BEGINNING OF THE COURSE.

- STUDENTS UNABLE TO ATTEND CLASS DUE TO AN EXCUSED ABSENCE WILL BE GIVEN CREDIT FOR PARTICIPATION IF, UPON THEIR RETURN, THEY MAKE UP WORK THAT THEY MISSED FOR EACH DAY/CLASS PERIOD.

- IT IS THE STUDENT'S RESPONSIBILITY TO IDENTIFY ANY WORK THAT WAS MISSED. ALL WORK MUST BE MADE UP WITHIN A SPECIFIED TIME PERIOD SET BY THE TEACHER.

- A STUDENT'S GRADE SHOULD BE BASED ON A MINIMUM OF 10 ASSIGNMENTS/GRADES EACH QUARTER.

- TEACHERS WILL PUT AT LEAST ONE COMMENT FOR EACH QUARTER GRADE GIVEN TO A STUDENT.

- INFORMATION CAN BE REPORTED IN A VARIETY OF WAYS. IN ADDITION TO FORMAL REPORT CARD GRADES OR PROGRESS REPORTS, FEEDBACK ABOUT STUDENT PERFORMANCE SHOULD INCLUDE PARENT CONFERENCES, TELEPHONE CONTACTS, STANDARDIZED TEST SCORE RESULTS, ETC. SHOULD A STUDENT'S PERFORMANCE DECLINE DRAMATICALLY, IT IS EXPECTED

THAT THE TEACHER WILL MAKE EVERY EFFORT TO CONTACT A PARENT/GUARDIAN AS SOON AS POSSIBLE.

- TEACHERS WILL MAINTAIN UP-TO-DATE HARD COPY AND/OR COMPUTER GENERATED GRADE BOOKS.

- EXTRA CREDIT IS AN OPTION TEACHERS MAY EMPLOY FOR STUDENTS WHO HAVE FULFILLED ALL COURSE REQUIREMENTS. QUARTER GRADES CANNOT EXCEED 100.

Calculation of Final Course Average

- EACH QUARTER WILL COUNT AS 25% OF THE FINAL GRADE FOR FULL-YEAR COURSES IN 5TH AND 6TH GRADE.
- EACH QUARTER WILL COUNT AS 25% OF THE FINAL GRADE FOR FULL-YEAR COURSES IN 7TH AND 8TH GRADE

WHERE A FINAL EXAM *IS NOT GIVEN*. FOR THOSE COURSES IN WHICH A *FINAL EXAM IS GIVEN*, THE FINAL EXAM WILL BE INCORPORATED WITHIN THE 4TH QUARTER AVERAGE.

- **A minimum final grade of 65 is required to pass.**

Calculation of Half-Year and Quarter-Year Course Average

- The average of the quarter(s) and the final exam will constitute the final grade.

Grading Scale

- BASED ON NUMERIC FROM 1-100
- AN I WILL BE GIVEN FOR INCOMPLETE GRADES DUE TO EXTENDED LEGAL ABSENCES
- S FOR SATISFACTORY
- U FOR UNSATISFACTORY

If the necessary work has not been completed within two weeks of the end of a quarter, an "I" will be changed to a numeric grade averaging in a zero for each assignment not completed.

Minimum Quarter/Final Grade(s)

- FULL-YEAR COURSE - NO LOWER THAN 50 FOR QUARTERS 1-3 (W/ COMMENT INDICATING GRADE)
- HALF-YEAR COURSE - NO LOWER THAN 50 FOR QUARTER 1 (W/ COMMENT INDICATING GRADE)
- THE GRADE OF 50 WILL BE USED IN CALCULATING A STUDENT'S FINAL AVERAGE FOR THE COURSE.

MIDDLE SCHOOL PROMOTION & RETENTION PROCESS

- ❑ STUDENTS IN DANGER OF FAILING 2 OR MORE COURSES FOR THE YEAR ARE IDENTIFIED BY THE SCHOOL COUNSELOR AFTER THE SECOND MARKING PERIOD.
- ❑ COUNSELORS WILL NOTIFY THE SCHOOL PSYCHOLOGIST TO ORGANIZE AN IST MEETING AND NECESSARY PARTIES WILL BE INCLUDED (ADMINISTRATOR, PSYCHOLOGIST, COUNSELOR, TEACHER, PARENT, STUDENT).
- ❑ AN INTERVENTION PLAN WILL BE DESIGNED IN ORDER TO RECOVER FROM THE ACADEMIC DEFICIENCY OF THE FIRST HALF OF THE SCHOOL YEAR.
- ❑ COUNSELORS WILL MEET WITH TEACHERS PERIODICALLY TO MONITOR THE PLAN'S IMPLEMENTATION.
- ❑ RETENTION WILL BE A COLLABORATIVE DECISION BASED ON INPUT FROM ALL MEMBERS OF THE IST AT THE CONCLUSION OF THE SCHOOL YEAR.
 - ❑ Summer school will be recommended for failing classes and may be required for promotion.

Honor Roll

- ❑ ALL GRADED COURSES WILL BE INCLUDED WITH REGARD TO REPORT CARD AND HONOR ROLL
- ❑ HONOR ROLL DESIGNATION FOR GRADE POINT AVERAGES OF 88-91.99
- ❑ HIGH HONOR ROLL DESIGNATION FOR GRADE POINT AVERAGES OF 92-95.99
- ❑ PRESIDENTIAL HONOR ROLL DESIGNATION FOR GRADE POINT AVERAGES OF 96-100
- ❑ OUTSTANDING INCOMPLETES OR FAILURES ELIMINATE STUDENTS FROM HONOR ROLL CONSIDERATION

FIELD TRIP POLICY AND CHAPERONES

Field trips are extensions of classroom activities and are primarily learning experiences related to the curriculum. On field trips, all school rules are in effect. Student eligibility to attend a field trip is based on the **Hampton Bays Field Trip Policy** adopted by the Board of Education on 1/7/91, which states in part:

“Since all field trips are a privilege, the school district is entitled to establish rules and regulations surrounding such trips and reserves the right to determine individual student eligibility for field trips based upon criteria involving academic standing, attendance, disciplinary record, and classroom behavior.”

FOOD SERVICES

Breakfast and lunch are available daily in our school cafeteria. Keep your monthly menu handy for current selections and prices. The breakfast program begins at 7:25 a.m. Breakfast students who are bussed may proceed to the cafeteria for breakfast. All students must finish breakfast by 7:40am and go directly to their classroom. Students in Grades 7 and 8 may bring in a healthy snack to eat during Period 3 or Period 4, with the exception of music classes, to account for their later scheduled lunch period.

The lunch periods will be as follows:

Grade 5	-	10:54am – 11:35am
Grade 6	-	11:37am – 12:18pm
Grade 7	-	12:20pm – 1:01pm
Grade 8	-	1:03pm – 1:44pm

HOMEWORK

School District policy states a reasonable amount of homework, which consists of practicing skills, should be assigned at least Monday through Thursday. Suggested times for middle school homework as follows:

Grades 5 – 6	-	60 – 90 minutes
Grades 7 – 8	-	70 – 100 minutes

LOCKERS

Lockers and locks are assigned by the school for school books and for Physical Education classes. School lockers are not the private property of students, but rather the property of the Hampton Bays UFSD. As such, they may be opened at any time and are subject to inspection by school officials. Lockers are not to be shared. Decorating or marking lockers in any way is prohibited. Unauthorized use of a locker will result in student loss of locker

privilege. **All lockers must be cleaned out on or before the last day of classes. Any belongings left after this date will be donated to charity. Only school issued locks may be used. Any other lock will be removed.**

LOST AND DAMAGED BOOKS AND MATERIALS

All textbooks and library books are loaned to students for their use during the school year. Textbooks are to be kept clean and handled carefully. Covers are required throughout the year. Children are responsible for school property and must pay for a lost or damaged book. A secretary or librarian will notify you of the replacement cost. Report cards will not be issued until fines are paid. Book check may take place from time to time for an appraisal of conditions and fines will be imposed if necessary.

REPORT CARDS/PARENT-TEACHER CONFERENCES

Reporting to parents/guardians on their child's progress is done through progress reports, report cards, and parent conferences. Report cards will reflect effort, achievement, and behavior of the pupil as well as inform parents of what the state is expecting of our children. Report cards are issued all four marking periods with parent-teacher conferences scheduled for November. Conferences are generally scheduled with your child's team of academic teachers. Parents are encouraged to make appointments for additional conferences if desired.

SCHOOL BUS SAFETY AND REGULATIONS

Transportation to and from school, via school bus, is provided for all students that live outside the Board of Education designated radius from the Middle School. Each day, a Late Bus is provided for students who remain after-school for activities, detention, or extra help at 3:20pm. To ride the Late Bus, students must obtain a pass from the teacher that he/she was with. Students are not permitted to ride the bus if they remain after school for an unauthorized reason.

Bus Rules

Riding the school bus is a privilege. Any student who does not observe the Bus Regulations for Pupils will be denied the privilege of riding the bus for a period of time. Students must "buckle up" for safety. Students should observe the following rules:

- Students must ride their assigned bus home.
- Students should be orderly and reasonably quiet on the bus and at the bus stops.
- Students are to be ready when the bus arrives.
- Students should not linger as they cross in front of a bus to board or exit.
- Students are to sit down as soon as they board the bus and remain in their seats while the bus is in motion.
- Students are to obey the bus driver's instructions.
- Students are not allowed to lean out, put their heads or arms out, or throw things out of the bus windows.
- After leaving a stopped school bus, students are to cross at least 10 feet in front of the bus in full view of the driver. **DO NOT CROSS BEHIND THE BUS.**
- Students are not allowed to eat or chew gum on the bus.
- Students must refrain from vandalizing bus property.

Bus Discipline

Disciplinary actions will be taken for the following infractions:

- | | |
|---------------------------------------|--|
| <i>~Refusing to obey the driver</i> | <i>~Throwing objects</i> |
| <i>~Destruction of bus equipment</i> | <i>~Screaming, shouting</i> |
| <i>~Putting head/hands out window</i> | <i>~Fighting</i> |
| <i>~Hitting other students</i> | <i>~Using obscene language</i> |
| <i>~Littering from/on bus</i> | <i>~Any inappropriate or unsafe behavior</i> |

First and Second Referral – The driver shall report the incident in writing. Names and violations are given on the report, which is turned in to the building administrator. The building administrator will discuss the incident with the child, and if necessary, the parents. The building administrator will notify parents in writing of this incident and inform them of any disciplinary action.

Third Referral – Should a third incident occur, the driver will forward a written report to the building administrator. After a conference with the child, the building administrator will send a third letter to the

parent indicating that the child will be suspended from the bus for a period of one to five days. The parent will be notified by telephone and the actual suspension will not begin until the parents have been notified.

Four or more referrals may result in a suspension of bus privileges.

Special Note: A serious infraction may result in immediate suspension from the bus with no warning letter of a loss of transportation privileges. This would occur if, in the opinion of school officials, an immediate suspension is necessary to ensure the safety of all students. The parent/guardian will be notified immediately.

SCHOOL NURSE

The school nurse is available every day during school hours. The nurse should be notified if your child develops a health problem or needs medication during the year. Also notify the nurse of any other health information such as a recent surgery, seizure disorders, side effects of medications, etc. All medications sent in with your child must be prescribed by a doctor and be in the original prescription bottle.

Our school nurse will be able to administer medication when necessary. She is required to have instructions from the doctor, parent's written permission and the original bottle the medication came in.

If your child has been restricted from activity due to an injury or illness, a physician's note is required to excuse him/her from physical education and recess. This note should state both the reason for the restriction and duration it is to be in effect. A note is also needed to resume physical education class.

The **Emergency Information Card** requires two contacts to assume care of your child if you cannot be reached. **Be sure persons listed are aware of their responsibilities and will be able to pick up your child during and/or after school hours.** Please make sure that the school is notified if any of your contact numbers have changed. At the beginning of the year, you will receive a Parent Contact form and will be asked to verify the information.

TECHNOLOGY

Students and their families, upon entering fifth grade, will receive and sign the "Student Acceptable Use Policy" concerning utilization of computers in our school. Teachers will review this policy with their students. Please read this document carefully and review it at home with your children each year to ensure safe and appropriate computer and Internet usage.

Please also read and sign the letter in the back of this handbook regarding your child's photo being placed in any school publication or web site.

TELEPHONE CALLS

Students are only permitted to call home if there is an emergency. In an effort to promote student responsibility, students may not call for forgotten lunch, lunch money, homework, or instruments. They cannot call to arrange social plans or play dates.

TIPS FOR SUCCESS ON TESTS

- Eat a good breakfast and get an adequate amount of sleep.
- Come to school on time (by 7:40am).
- Come prepared with materials and homework.
- Listen in class. Be an active participant in learning.
- Take responsibility for your own assignments.
- Strive to do your best, not to just get by.
- Limit television viewing. Read daily at home.
- Ask questions!

TRANSPORTATION PROCEDURES

If you take the BUS

- Utilize the **closest bus stop** to your home.
- Only **emergency requests for bus route changes** will be considered. Please put those requests in writing and mail to the office of Transportation.
- There will be **no bus changes** approved during the first two weeks of school.
- Students should be at their **bus stops by 6:55am** during the first week of school.
- Students should go directly to the Cafetorium when they are dropped off.
- Buses will leave the Middle School at exactly 2:35pm each day.
- A late bus is available for students who are authorized to stay after school for clubs, detention or extra help. The Late Bus leaves at approximately 3:15pm.

If you are DRIVEN IN A CAR:

- Please enter from Ponquogue Avenue.
- Please carefully follow the driveway around to the rear of the Middle School.
- Students should be dropped off no earlier than 7:25am.
- Please drive all the way into the back parking lot and loop around in order to drop your child off at the back door by the gymnasium.
- Students should enter the building by the sign marked "Student Drop-Off Here" and go directly to the Cafetorium to wait until the bell rings for Advisory.
- Please budget extra time in case of heavy traffic.
- Please refrain from driving your child down to the Florence Road gate.

If you WALK:

- Walk up to school by the **RED** buoy on Ponquogue Ave.
- Cross the bus loop at the **CROSSWALK** directly in front of the school; please be very careful if buses are letting students off in the loop.
- Do not cut across the driveway or parking lot on the way into school.**
- Enter school through the front doors and go directly to the Cafetorium.
- Skateboards are not permitted on school grounds.
- If you enter from Florence Road, you can enter by the Cafetorium and cross only at the back crosswalk, by the stationed guard.

If you RIDE YOUR BIKE:

- Walk your bike up to the Middle School by the **RED buoy** on Ponquogue Ave.
- Cross the bus loop at the **CROSSWALK** directly in front of the school; please be very careful if buses are letting students off in the loop.
- Do not cut across the driveway or parking lot on the way into school.**
- Lock your bike up at the rack in the front of the school.
- Students should enter the building through the front doors and go to the Cafeteria.
- After-school, you may not ride your bike until you get to Ponquogue Ave.
- If you ride your bike and enter from Florence Road behind the Middle School, you can lock your bike at the racks located by the cafeteria.
- It is state law for students riding a bicycle to **wear a helmet** while riding their bike.

VALUABLES AND TOYS

Hampton Bays Middle School is not responsible for **ANY PERSONAL** property you bring to school, regardless of whether it is locked in your locker. Bring only those supplies you need for class. Please do not bring to school your cell phones, expensive jewelry, electronic games, cards, toys, long chained hanging wallets, neck chains or extra money. Anything distracting to the learning process is not permitted.

VISITORS

All visitors must sign in at the Main Office and receive a Visitor Pass. Please be sure to return the pass before you leave. This policy is for the protection of our students and staff.

DISCIPLINE POLICY

General School Rules

In order to provide an atmosphere conducive to learning, the students will be responsible for following all school rules. Students will be held accountable for the Hampton Bays Public Schools' District Code of Conduct, which is mailed home to families each year.

1. **Weapons are not permitted.** A weapon is anything that can harm a person.
2. Respect everyone's personal space by **avoiding physical contact** with others. Any act that endangers the safety of oneself or others (i.e. fighting, tripping, biting, throwing objects, etc.) is unacceptable. Respect the personal property of others, including school property. If you are having a problem with another student:
 - TRY TO TALK IT OUT. Use WORDS, NOT your hands!
 - If that does not work, TELL AN ADULT (aide, bus driver, teacher, etc.)
 - Don't take matters into your own hands or you may be in trouble, too.
 - Students must show respect for the truth.
3. In the hallways, students must:
 - WALK at all times on the RIGHT side of the hall.
 - Use appropriate indoor voices.
 - Respect classes in session.
4. Students are not permitted in classrooms without adult supervision.
5. **Food, Gum, Candy:** Students are not permitted to chew gum in school, at recess, on the bus or on field trips. Students should not eat candy, snacks, etc. while walking in the halls. Only HEALTHY snacks will be permitted in the classroom.
6. **Electronics, Toys, and other items:** (iPods, cell phones, beepers, electronic games, yo-yos, toy guns, etc.) that interfere with the learning process must be left at home. There is no school insurance to cover the cost of these items if lost or stolen. A teacher or administrator will remove these items from students' possession.
7. **Dress Code:** Students are expected to adhere to the school dress code as found in Section F of the District Code of Conduct. Failure to follow the Dress and Grooming Code will result in discipline measures and students will be required to change their clothes. Students are required to dress in appropriate attire that meets health and safety standards and does not interfere with their education. Shirts should be full length and should NOT display inappropriate pictures, words or phrases. Clothes advertising alcoholic beverages and/or tobacco products also will not be permitted. Students who wear clothing that is distracting may be asked to call home for a change of clothing. Students are NOT permitted to wear hats once inside the school. Closed-toe shoes must be worn in order to go on the playground.
8. **Appropriate Language:** Use of inappropriate words, phrases or expressions (written or spoken) is unacceptable in school, at school events, or on the buses.
9. **Vandalism:** Students, who intentionally damage school property and/or equipment including school buses, will be responsible for the expense of the repairs.
10. **At assemblies and on field trips,** students represent our school. Remember to:
 - Listen to learn
 - Applaud politely
 - Keep feet and hands to yourself
11. **Cafeteria Rules:**
 - Use appropriate voice volume
 - Be courteous and use good manners
 - Remain seated unless you have permission from the teacher or aide
 - Clean up your area (table and floor)

- Beverages in glass bottles and soda are not permitted. Students may not purchase soda from the faculty room machine
- Students may not spend their lunch money on snacks only
- No knives are permitted

12. **Recess Rules:**

- No tackle football or dodge ball allowed under any circumstances
- No hard balls allowed
- Use play equipment properly and return it
- Keep hands and feet to yourself
- No “play” fighting or wrestling
- No climbing trees, fences or backstops
- Students must line up when the whistle blows
- Problems must be reported to the teacher or aides on duty
- Strangers must be reported to the teachers or aides on duty
- Do NOT handle and/or throw rocks!

Consequences for Inappropriate Behavior:

We are proud of the many students who follow the rules and behave appropriately. Unfortunately, there are times when students do not obey those rules. Consequences for misbehavior may include the following.

- Verbal warnings
- Lunch detention or after-school detention
- Notification of parents by phone or conference
- Removal from an activity (recess, field trip, assembly program, party, etc.)
- In-school suspension
- Suspension from school

HAMPTON BAYS PUBLIC SCHOOLS CODE OF CONDUCT VIOLATIONS
2013-2014

VIOLATION	DEFINITION
Arson	Deliberately lighting a fire on school property
Assault	The threatening or actual causing of physical injury to another person
Assault on a school employee	The threatening or actual causing of physical injury to any school employee
Computer use violation	Student violation of the school policy on the use of computers
Computer vandalism	Student violation of the school policy on the care of computers
Cutting class, study hall, homeroom or detention	Willful absence
Dangerous acts	Any verbal threat or action, which poses a danger to the health, safety or welfare of students and/or staff
Destruction or defacement of school property and graffiti	Writing or drawing which defaces school property
Disruptive behavior	The interruption of the education process
Driving Violation	Approved HS students only: Speeding/reckless driving on school grounds, or failure to follow crossing guard's directives. <i>NOTE: 5 MPH Speed limit on school property</i>
Drug/alcohol possession or use	The possession, use or being under the influence of drugs or alcohol on school grounds or at school functions, on or off campus, or the possession of drug paraphernalia.
Drug/alcohol distribution or sale	When a student sells, exchanges, gives or disburses drugs or alcohol to another or offers or agrees to do the same
Eating/Drinking	Eating and/or drinking is only permitted in the cafeteria during lunch periods and in the classroom, at teacher discretion only.
Electronic Devices	Students are not permitted to use or possess any of these devices during the instructional day.
False activation of alarm	Falsely activating fire alarm, bomb threat or other disaster alarm
Fighting	Aggressive, physical interaction
Forgery/Fraud	Willful misleading of school authority
Harassment/Bullying/Discrimination/Defamation	Violation of human rights
Horseplay	Non-aggressive physical interaction
Inappropriate Dress/Clothing	Any clothing or apparel which: is dangerous or a health hazard (no outerwear shall be worn during the school day); contains offensive or obscene symbols, signs, slogans or words denigrating any person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation; contains language or symbols oriented toward violence, sex, drugs, alcohol, tobacco or vandalism. Any attire or grooming disruptive to the instructional process which may include, but is not limited to: bare midriffs, halter-tops, tube tops and any clothes insufficient to conceal undergarments at all times; short shorts, short skirts, dresses or pants that are tight or revealing; bare feet; hats, head covering, sun visors (except in common areas and the cafeteria during

	lunch periods); chains, dog collars, hanging chains and spikes.
In-School Suspension Violation	When a student violates In-School suspension requirements
Insubordination	Refusal to obey a reasonable request from any staff member, bus driver, food service worker, or an adult working in an official capacity at school.
Offensive materials/language	The use of language materials which is offensive in nature
Parking Violations	Approved HS students only: Parking in unauthorized areas
Public Displays of Affection	Public display of affection that goes beyond hand-holding.
School Tardiness	Arriving to school after the designated start time.
School Truancy	Unauthorized absence from school
Smoking on school grounds, school bus, or at a school activity	Possession of lit cigarette or exhaling smoke or surrounded by smoke. Also applies to a student seen in the process of throwing a cigarette away, or in the possession of cigarette paraphernalia.
Tardiness to class	Arriving to class after the bell has rung.
Threat	Saying "I want to kill someone, or I want to blow up the school"
Theft	Taking another person's/school's property
Trespassing	When suspended from school, being in the building, on school grounds, or at school events
Vandalism	The destruction of school or personal property
Weapons possession	The possession of any object that could be used to harm another person and/or the use of any object to harm a person

NOTE: After the third offense, the student's action will be considered an act of administrative insubordination and treated accordingly.

HAMPTON BAYS PUBLIC SCHOOLS CODE OF CONDUCT CONSEQUENCES
2013-2014

Level	Offenses	Hearing/Appeal Process	Range of Consequences per Level (more than one may be used)
I	<ol style="list-style-type: none"> 1. Beeper, radios, MP3 players, discman, cellular phones, lighters, laser pointers, laptops, etc. 2. Computer Use Violation 3. Cutting class, study hall, homeroom or teacher detention. 4. Eating/Drinking 5. Disruptive Behavior 6. Driving Violations 7. Horseplay 8. Inappropriate Dress 9. Insubordination 10. Loitering 11. Offensive Language/Materials 12. Public Display of Affection 13. School Tardiness 14. Tardiness to Class 15. Discipline issue complicated by lying to teacher or administrator 	<p>Informal hearing before the Administrator imposing the disciplinary consequences and/or mediation.</p>	<ul style="list-style-type: none"> *Teacher oral warning *Teacher contact with parent *Detention with teacher *Administrative written warning. *Administrative parental contact *Administrative detention *One hour administrative detention *Social Worker/Guidance Intervention *Two days administrative detention
II	<ol style="list-style-type: none"> 1. Continuing or repeating Level 1 Offences 2. Cutting Administration Detention 3. Forgery/Fraud 4. Gambling 5. Harassment/Bullying/Discrimination/Defamation 6. Parking Violations 7. School Truancy 8. Smoking on school grounds/bus/school activity 9. Plagiarism 10. Disorderly conduct in the cafeteria 11. Inappropriate language directed at an adult. 	<p>Informal hearing before the Administrator imposing the disciplinary consequences and/or mediation.</p>	<p>Same as Level I but parents are notified.</p> <ul style="list-style-type: none"> *ISS In-School Suspension *ISS & Administrative Detention *Suspension of Senior Off-Campus Privilege *Revocation of Senior Off-Campus Privilege *Suspension from all school functions for up to ten weeks *Saturday Detention *Referral to Youth Court <p><u>Offense Specific Consequences</u> Parking Suspension 1-5 weeks (6) Parking Revocation (6)</p>
III	<ol style="list-style-type: none"> 1. Continuing or repeating Level II offenses after prior corrective measures have been taken. 2. Dangerous Acts 3. Destruction or defacement of school property & graffiti 4. Fighting 5. In-school suspension violation 6. Vandalism 7. Hazing 8. Theft 	<p>Superintendents Hearing as provided by law.</p>	<p>Level I & II Consequence and</p> <ul style="list-style-type: none"> *Police Notification *Restitution to individual or school *Suspension from all school functions for remainder of semester *Suspension from all school functions for remainder of school year *OSS Out-of School Suspension *Saturday Detention *Referral to Youth Court <p><u>Offense Specific Consequences</u> *Potential Financial restitution (3, 6, 8) *Potential criminal and/or civil lawsuits (2, 3, 5, 6, 7, 8)</p>

IV	<ol style="list-style-type: none"> 1. Conduct so serious that it requires more than Level III consequences 2. Arson 3. Assault 4. Drug/alcohol possession, distribution, sale or use 5. Possession, distribution, sale or use of drug/alcohol paraphernalia 6. False activation of alarms, bomb threat, riot 7. Weapons possession or use 	Superintendents Hearing as provided by law.	Level I, II & III Consequences and *Out-of-School Suspension *Superintendents Hearing *Board of Education policy applies *Potential criminal charges, juvenile delinquency petitions.
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HAMPTON BAYS MIDDLE SCHOOL
STUDENT, PARENT, ADVISOR AGREEMENT CONTRACT

I, _____, together with
(Print student's first and last name)

my parent or guardian, _____, have read the 2012-
(Parent/Guardian's Name)

2013 Hampton Bays Middle School Student Handbook.

We have read the information in this handbook and understand my responsibility for following the rules, procedures and guidelines.

With the support and guidance of the administrators, teachers and staff of the Hampton Bays Middle School and my parents/guardians, I will do my best to attain the goals set forth in this handbook.

Signed,

Student: _____

Parent/Guardian: _____

Grade: _____

Advisor: _____

Date: _____

HAMPTON BAYS UNION FREE SCHOOL DISTRICT

PUBLIC RELATIONS/MEDIA RELEASE

RE: _____
Student Name

Dear Parent/Guardian:

During the course of the school year, we use photographs of our district students in press releases, newsletters, on our website, etc. Usually, these pictures are taken for the express purpose of sharing with parents and the community our various school activities. As with all community relations, we want to make sure that families are comfortable with this effort.

In the event that your child is included in a picture, we would like to have your permission to share the picture through various district publications. Such pictures may be utilized in a school newsletter, a news brochure, a slide presentation, or a video, to name a few examples.

If you agree to utilizing a picture of your child as noted above, please sign below.

Parent/Guardian Signature

Date

If you do not want to utilize your child's picture in school publications, please sign below.

Parent/Guardian Signature

Date