

Hampton Bays Middle School Experience Guide



2010 - 2011



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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.



Table of Contents

I. Introduction

Message from the Principal.....	4
Academic Program.....	5
Our Green Philosophy.....	6
What is a Middle School?.....	7

II. The Academic Program

Arts.....	8-9
English Language Arts.....	10-11
Family & Consumer Sciences.....	12
Languages Other Than English (LOTE).....	13
ESL.....	14
Mathematics.....	15-16
Physical Education & Health.....	17
Science.....	18
Social Studies.....	19-20
Technology.....	21
Counseling Services.....	22
Health Services.....	23
The Special Education Program.....	24

III. The Co-Curricular Program.....25-31

IV. Athletics.....32

V. School Policies & Procedures.....33-41

Building Map.....42

School Transportation Procedures.....43

VI. Parent Involvement Page

PTO

Booster Club

PAPA



...building the future...child...by child...

A Message from the Principal

Dear Students and Families of Hampton Bays Middle School:

Welcome to the 2010-2011 school year! It is with great enthusiasm that I join the HBMS team. It has been a joy and privilege to serve as a teacher and an administrator for the past 13 years at the elementary school. I now have the distinct pleasure of leading our students as they transition through their critical middle school years, full of promise, potential, and possibilities. I look forward to actively collaborating with our PTO, faculty, and staff to provide our students with a safe, orderly and academically enriched 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 the 2010-2011 school year an amazing one for our students at 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	ELA	ELA	ELA
Math	Math	Math	Math
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
Reading	Reading	Foreign Language	Foreign Language
Art / Study Skills Computers / Library	Art / Home & Career Skills/Computers / Health	Art / Home & Career Skills Creative Writing / Public Speaking	Art / Home & Career Skills Current Issues / Health
Physical Education	Physical Education/ Library	Physical Education/ Technology	Physical Education/ Technology
Music <i>General Music, Band, Chorus, Dance/Movement</i>	Music <i>General Music, Band, Chorus, Dance/Movement</i>	Band/Chorus Tutorial Period	Band/Chorus Tutorial Period



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.

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.

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, 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 change. 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 work and 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

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, realization of self, acquaintance with the tools and materials, and development of skills.

VISUAL ARTS (Grade 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 is designed to be completed in one period for 10 weeks. 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, 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)

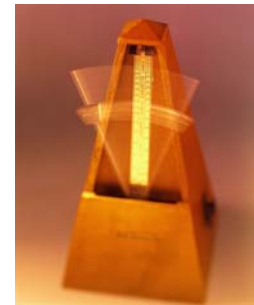


The purpose of this group is to provide those students with a special interest in singing, an opportunity to do so. Our chorus sings a variety of musical styles in unison, two and three parts. There is special training in production of pleasing tone, choral blend and music reading. Lessons are given 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 Educator's Association Festival, the Suffolk County Music Educator's Association Festival and the NYSSMA Solo Festival.

GENERAL MUSIC (Grade 5, Grade 6)

Students will continue to 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 will be given on a once-weekly rotating basis. 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 Educator's Association Festival, the Suffolk County Music Educator's Festival and the NYSSMA Solo Festival.



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 April. 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 5 & 6

Reading instruction is offered in flexible groups that support guided reading, and target students' individual needs. Reading strategies are introduced and reinforced through the study of novels, short fictional pieces, and non-fiction works. Critical analysis of both fiction and non-fiction is developed, and writing about literature is emphasized.



LANGUAGE ARTS 5 & 6

Students receive instruction in the context of team teaching. Large-group instruction, small-group discussion and one-to-one conferences are among the strategies to be considered. 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



English 7 and English 8 are Regents-oriented courses of study. Students receive direct and guided instruction as well as participate in interdisciplinary projects. 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 musical performance, speech, skit, or art rendering.

GRADE 7

In English 7, the students focus on reading short literary works, fiction and non-fiction, as well as poetry and drama. An emphasis is on reading strategies, writing skills, developing vocabulary, as well as developing strong study habits and developing approaches to note taking. Students read independent novels, as well as class-wide selections such as, The Iceberg Hermit, The Call of the Wild, My Brother Sam is Dead, and The Monsters are Due on Maple Street. Students also work in literature circles, reading specific genres such as historical fiction, fantasy, adventure, and mystery. Students begin to learn research skills in conjunction with social studies and science topics. Creative writing allows students to mirror the writing techniques and development of literary elements that they study throughout the year.

GRADE 8

In English 8, students continue to build on writing skills by writing informative and persuasive essays focusing on reading various short works of literature. Students work on brainstorming, drafting, rewriting, editing, and publishing. Research is an even greater part of the process as students utilize direct and indirect quotations with proper citations and a work cited page. Students read independent novels and class-wide selections. Student's work in literature circles and writing circles where they keep logs, journals, and write their own plays, poetry, memoirs, myths, fables, legends and folk tales modeled on literature they have read throughout the year. The Social Studies and English classes work together on the Sears Project and a historical diary project based on research concerning one year in the life of an individual living sometime between Reconstruction and World War I.

CREATIVE WRITING (Grade 7)



This ten-week course inspires creative thinking and problem solving as well as creative writing in a variety of genres. Students will enhance their writing craft by participating in individual, group, and paired activities.

Special attention is paid to editing for correct usage, exact wording, and writing appropriate responses. The fun of the course is in storytelling and presenting creative, new ideas that include working with visual imagery and sound effects in the selections. In this class, students' ideas can generate the solution to real life problems and provide society with valuable, entertaining and creative gifts.

LIBRARY SKILLS (Grade 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.



PUBLIC SPEAKING (Grade 7)



This ten-week 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, students will learn to prepare and deliver speeches effectively, as well as confidently communicate in front of an audience.

STUDY SKILLS (GRADE 5)

The middle school study skills/reading strategies curriculum complements and enhances the curriculums of the content area classes as well as to reinforce and strengthen the comprehension skills necessary for reading. Because study skills are integrated within all curricula areas, many of the modules included in each unit relate to the core content areas. The course has been designed to be activity oriented.



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.



Home Economics class circa 1911



LANGUAGES OTHER THAN ENGLISH (LOTE)

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.

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.



NEW YORK STATE ASSESSMENTS

All students in New York State must earn a minimum of one credit in a language other than English and must pass the New York State Proficiency Examination in French or Spanish, which is administered at the end of Grade 8. Upon successful completion of the courses and passing the state Proficiency 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.

REGENTS SEQUENCE

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 students who are completely fluent in oral Spanish (both speaking and comprehending), who speak and understand Spanish fairly well, or those who only possess basic skills in the language. 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 culture and heritage. Goals also include acquiring literacy skills in Spanish, enrichment of vocabulary, and preserving and maintaining the Spanish language. Students gain the ability to write, focusing primarily on spelling and accent marks. Expanding the bilingual range is another goal of this course.



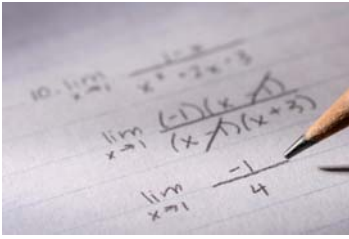
ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language (ESL) is a program of English Language learning for students whose first language is other than English. In ESL, focus is given to the four basic language areas: listening, speaking, reading, and writing. All ESL students are screened for the appropriate level class by taking the LAB-R test. There are four basic levels: beginner, intermediate, advanced, and proficient. In the Spring, all ESL students are administered 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 test out of the program.

Not only do the students have to become proficient in English; they must also be preparing for the state assessments. **New York State now requires that any ESL student who has been in the USA for more than one year must take the ELA (English Language Arts) alongside their native-speaking peers.**



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 May.

Five Content Strands

1. Number sense and Operations
2. Algebra
3. Geometry
4. Measurement
5. Statistics and Probability

Five-Process Strands

1. Problem solving
2. Reasoning and Proof
3. Communication
4. Connections
5. Representation

MATH 5 & MATH 6

The mathematics program is based on flexible grouping. Our program integrates the above components and provides a foundation of basic skills and concepts needed to prepare students for high school mathematics. A variation of the former state exam is given throughout the school year to ensure that students are mastering the basic skills in mathematics. 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 7 HONORS

In Math 7 Honors students will better understand the concepts of and continue to become proficient with the skills of mathematics outlined in the description of Math 7. There will be an additional emphasis placed on Algebra. 6th grade teachers will identify strong math students. These students will take a math skills assessment test to determine placement into Math 7H. Successful completion of this course will enable students to continue their study of Algebra in the 8th grade.

MATH 8

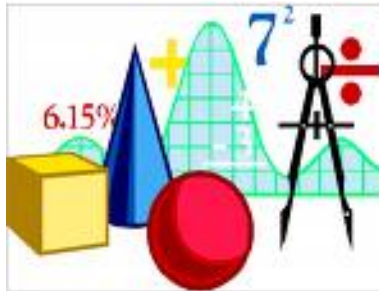
This course begins with a problem-solving unit, and this theme is the focus of the school year. The curriculum is a continuation of Grade 7 Mathematics, with a greater emphasis on algebra. Students are required to explain mathematical concepts and explain their reasoning in writing. Upon completion of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

ALGEBRA HONORS

(Prerequisites required)

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 and will appear on the high school transcript and count toward overall Grade Point Average (GPA).

Prerequisite: Teacher recommendation and success on the Algebra Screening Assessment Test.



PHYSICAL EDUCATION AND HEALTH

Physical activity is an enjoyable and essential part of our lives that 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, hockey, lacrosse, fitness testing, cooperative games, softball, tennis, track and field, volleyball, yoga, team handball, table tennis, and soccer.

The Fitnessgram Program allows for progressive, individualized fitness training and testing. All students are tested in the beginning and end of 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



In Health 6 students, complete the first half of their state-mandated Health requirement and learn about making good choices, bullying prevention, character education, and lifelong wellness with a focus on the social, mental/emotional, and physical well being of each student. 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

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 and measurement, human physiology, ecosystems and 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.

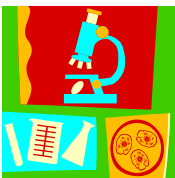
SCIENCE 8

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, 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 June.



LIVING ENVIRONMENT HONORS (Grade 8)

(Prerequisites Required)



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.

Prerequisite: Teacher recommendation and final overall average of 90 or higher in Grade 8 Science.

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 today. 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. Students will participate in the standardized New York State Grade 5 Social Studies Assessment in November.

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. Students will participate in the standardized New York State Grade 8 Social Studies Assessment in June.

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 newspapers tend to score higher on standardized achievement tests particularly in Reading, Math, and Social Studies. Students who read newspapers in school tend to continue reading them as adults.

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

COMPUTERS 5



In Computers 5 students learn basic keyboarding skills. They work with Microsoft Office applications such as MS Excel, Word, Power Point, and Publisher. Students work with the Cablevision Internet Smarts program to learn about computer safety and how to protect themselves online. General and Network awareness is covered in the 5th grade curriculum.

COMPUTERS 6

Students enhance and continue to develop their keyboarding skills in the sixth grade. They develop further skills in MS Office products. Students use the Cablevision Internet Smarts program to develop their understanding of Fair Use and Copyright Laws as well as a review of the Internet safety guidelines they were taught in the 5th grade. General and Network awareness is covered in the 6th grade curriculum.



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. Technology 8 is a full-year course that meets every other day.



GREEN TECHNOLOGY 8



This class includes the same concepts as Technology 8 but examines them through a greener perspective. Students will explore the pros and cons of our reliance on fossil fuels and its effect on our planet. An awareness of the 5 Rs (reduce, recycle, restore, and replenish) with an emphasis on energy conservation and the use of alternative energy resources will be fostered. Students will discuss the various features of our LEED-certified green middle school. Students will learn how to measure their own carbon footprint and complete projects that focus on how technology has changed and how we can use alternative energies. Some of the projects will include building a balsa wood tower; creating a power point presentation on future career goals; interviewing someone born before 1970 to determine how schools, careers, technology and recreation have changed; building and racing a model car that uses renewable energy such as a solar or wind-powered car; and building and flying a balsa wood plane. Green Technology is a full-year course that meets every other day.

HAMPTON BAYS MIDDLE SCHOOL COUNSELING SERVICES



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 Psychologist

The school psychologist is the Chairperson of the Committee of Special Education and the Instructional Support Team. In this role the psychologist works closely with the special education staff and the Pupil Personnel Director in delivering the special education program. Crisis intervention services are an integral aspect of the work of the school psychologist and outside referral information and assistance is provided. The school psychologist manages services with outside consultants to the district for the classified students. 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 and behavioral interventions. These interventions may include a variety of support both in and outside of the classroom. At times, diagnostic assessment is warranted to evaluate a specific learning profile.



School Counselor



The primary objective 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. Parent input is strongly encouraged and is seen as an integral factor in successfully supporting students. Classroom lessons are conducted throughout the school year on a variety of topics including career and college awareness, academic improvement, bullying, diversity awareness, goal setting, and stress management.

Social Worker

The social worker offers a strong link between a student's home and community resources. The social worker promotes maximum development through the utilization of all available resources, whether based in the home, school or community. Through their role as a child advocate the social worker helps to alleviate conditions that are impeding a child's success in school. Counseling groups focus on issues such as divorce and separated families, anger management, bereavement, self-esteem and improving social skills. The social worker works closely with parents on home issues and improvement of overall parenting skills.



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. Also 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. Make sure your child knows to 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. She is required to have the instructions from the doctor and written permission from a parent.

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.



THE SPECIAL EDUCATION PROGRAM



Special Education

Hampton Bays Middle School offers a full continuum of special education programs 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.

A Support Class provides specialized supplementary instruction, while Consultant Teacher service provides direct services to the student and/or indirect services to the regular education teacher. The student remains in a full-time regular education environment. Inclusion classes allow a student with a disability to be educated in the regular education classroom while receiving support from a special education teacher and/or teaching assistant. A Skills Class provides a highly structured, small classroom environment. The maximum class size is fifteen students with one teacher. When identified on the Individual Education Plan (IEP), related services such as speech, counseling, Adaptive Physical Education, Occupational and Physical Therapy are provided.

The Individual Education Plan (IEP) is designed so that each student will meet with academic 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. The primary goal of the Middle School Special Education Program is to foster the development of skills needed for a successful high school experience.

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 those who do not desire to participate in interscholastic sports, but who nevertheless want to become involved in extracurricular activities. Born out of such activities is a greater self-esteem and sense of belonging.

Anime Club

Art Club

Chess & Games Club

Dance & Step Club

Drama Club

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

Green Craft Club

Homework Club

Mathletes

Newspaper/Literary Magazine Club

OWL Leadership Club [Organization of Willing leaders]

SADD [Students Against Destructive Decisions]

Scrabble Club

Science Aquarium Club

Stage Band/Marching Band

Student Council

Anime Club (Grades 5-8)

Anime Club is for students in grades 5 through 8 who are interested in Japanese Animation. Weekly meetings include watching movies & television series, discussing and sharing books, learning to draw, and creating your own characters and stories. New members are always welcome!



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.

Chess & Games Club (Grades 5-8)



This club meets on the first Thursday and third Tuesday of each month to have fun and make friends while playing chess and other games of skill.

Dance & Step Club (Grades 5-8)

Dance & Step Club for 5th through 8th graders focuses on warm-ups, technique, choreography, and performance in modern, popular, and hip-hop styles. Students will have an opportunity to perform in the Winter and Spring Concerts.



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.



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 items.

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.



Mathletes (Grades 7-8)



The Math Team provides an opportunity for 7th and 8th graders that enjoy the challenge of mathematical problem solving to get involved. 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/Literary Magazine Club (Grades 5-8)



The Newspaper Club for 5th through 8th graders will write and publish the Hampton Bays Middle School Newspaper, which will consist of feature writing, hard and soft news, poetry, essays, short stories, photography, and illustrations. Students will learn about editing, writing, and layout through a hands on approach.

OWL Leadership Club (Organization of Willing Leaders) (Grades 6-8)

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.



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.

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.



Stage Band/Marching Band



Stage Band is a group of 7th and 8th grade band students. Students are selected after each student auditions for the band director. All students in this group perform mostly jazz music for the Winter and Spring concerts. These students are selected during the year to perform for other events as well. The students in this group are required to practice at home. Stage Band meets every Wednesday from 2:30-3:10 pm. These students are also responsible to meet for a sectional once a week. The students in this group march in the St. Patrick’s Day Parade in Hampton Bays and the Homecoming Parade. Students may qualify for participation in the Middle School Hampton Festival, Suffolk County Music Festival, and NYSSMA Solo Festival.

Students Against Destructive Decisions

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 continues to assist 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. In this effort, we focus not only on providing information about the dangers of drug abuse, but also on making the connection between our club members and the community. We feel having our students involved with their community will play a vital role in promoting a healthy lifestyle.



Student Council (Grade 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 lead by Student Council Officers (Grade 8 students) who apply for office at the end of 7th grade and are then voted in by their entire school faculty. The officers represent 10% of the entire class and meet every day in advisory. Once a month, student representatives, elected by each Advisory, meet with Student Council officers and Advisors to discuss and decide on school-wide projects, events and fundraisers.



National Junior Honor Society

The National Junior Honor Society (NJHS) is the nation's premier organization that recognizes outstanding Middle School students who have demonstrated excellence in the areas of scholarship, leadership, service, citizenship, and character. The standards for selection are established by the National Junior Honor Society of the United States and by the Hampton Bays Middle School by-laws. Participation in NJHS is by a selection process. 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, and this honor is bestowed on 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 criterion, a student must have a cumulative GPA of 92 or better in all subjects (honors classes are weighted). 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.
- Participates in school or community activities: Girl Scouts, Boy Scouts, church group, volunteer service, family duties.
- 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 timely wisely and 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 consideration. Secondly, members of the faculty are solicited for input regarding their personal 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.



HAMPTON BAYS MIDDLE SCHOOL ATHLETICS

Program Philosophy

The philosophy of the Hampton Bays Middle School Athletic Program is to provide a safe, enjoyable, educational experience. Our goal is focused on developing student/athlete characteristics of citizenship, personal responsibility, leadership, positive work ethic, and improved skills/knowledge for sport competition. Students in Grades 5 and 6 are invited to participate in our Intramural Program, which introduces students to competitive play before moving on to Inter-scholastic competition in Grade 7. Students in Grades 7 and 8 are encouraged to participate in a wide variety of sports offered during four different seasons through out the year.

Mr. Drew Walker
Athletic Director
Tel. # 631-723-2110 ext. 3201/3200

HBMS offers six intramural opportunities for the boys and girls in Grades 5 and 6.

Basketball***	Soccer***
Wrestling*	Gymnastics**
Volleyball**	Golf*

The Intramural Program is to help expose the students to different sports and activities that they might not have been exposed to before. The focus will be having fun while developing better skills and understanding of the activity they choose

HBMS offers fifteen interscholastic sports for students in Grades 7 and 8.

<u>FALL</u>	<u>EARLY WINTER</u>	<u>LATE WINTER</u>	<u>SPRING</u>
Cross Country***	Basketball*	Basketball**	Baseball*
Field Hockey**	Volleyball**	Wrestling*	Softball**
Football*			Tennis*
Soccer***			Track & Field***
Tennis**			Gymnastics**
			Lacrosse***
Boys*			
Girls**			
Both***			



To access team schedules log onto:

www.sectionxi.org

To keep up to date on all Hampton Bays Athletics log onto:

www.hamptonbaysboosterclub.com



ADVISORY

All students participate in the Middle School Advisory Program. Students meet daily in small groups of 8-13 with their faculty advisor prior to first period. The goal of the Advisory Program is to provide a small group setting for students to meet each day to learn academic and social skills, self-esteem, and respect for others. On Tuesdays and Thursdays the entire school Drops Everything and Reads (DEAR) for 15-minutes during Advisory. Students in each grade level will read the same books during the year to promote discussion and enrich the reading experience in every classroom.



AGENDAS



All students are issued an agenda at the beginning of the year for the purpose of recording homework, important dates and communicating with teachers. Replacement agendas are available in the Counseling Office at the cost of \$5. The agenda is designed to help students develop effective study habits and accept accountability for their own responsibilities. Regularly checking your child's agenda for organization and completeness help reinforce these important developmental skills.

AIS

The Academic Intervention Services (AIS) Program is designed to provide focused instruction, progress monitoring or support services for students who are at risk of not achieving the New York State learning standards, as evidenced by both standardized test scores and classroom performance. Classes are offered both during the school day and after school and will be determined by availability in each student's schedule. If your child requires these services you will be notified in advance of the next relevant state assessment.



ATTENDANCE

Regular attendance and punctuality in all classes is an important element of middle school success. Parents are urged to ensure that each child attends regularly and arrives to school on time. **All students must be in school by 7:45 a.m.** 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- 631-723-4700 ext. 2106 to ensure the teacher(s) has sufficient time to gather the materials for your child.
- Call the office at 2:15 to confirm that there is work for your child.
- Pick-up your child's work from the main office by 3:30 p.m.



It is also a good idea for your child to get the phone number of a "homework buddy" in each class. Some of our teachers also post weekly assignments on the WEB via the district website www.hb-schools.us. This website contains your student's homework in many of their classes so they can remind themselves of assignments and so you can keep up to date on what homework your child should be doing every night. There is also a comprehensive list of other helpful websites on the district website.



There is no real way to make up for missed classroom instruction. While we encourage all families to plan vacations during school recesses, we realize that special opportunities may arise during the school year that require students to miss many days of class work. While teachers will make every effort to help students catch up on missed work, it is most likely that extended absences will affect your child's grades and may lead to a summer school recommendation or possible retention. Non-school vacation days are unexcused absences, as well as extended visitations to a native country. It is often difficult for teachers to coordinate assignments ahead of time in cases of extended travel or vacations. While teachers will do their best to accommodate students, a student will be required to make up work upon his or her return to school.

For serious illnesses or periods of convalescence that will require extended absence, please contact the counseling office to make arrangements to continue education while your child is at home.

Absence:

- When the student is absent, the parent or guardian must telephone the nurse's office (631-723-4700 ext.2128) between 7:30 a.m. and 8:30 a.m. **New York State 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. Without a note, the absence or tardy will be recorded as unexcused.

Excused early from school:

- A parent or guardian must come to the main office (with proper picture I.D.) to sign out a middle school student. If you anticipate requiring someone other than a parent or guardian picking up your child, please include that person on your "emergency contact" list. We cannot release a child to friends or family members without specific written permission of a parent or guardian. It saves time and inconvenience to keep the emergency contact list current and complete.

Arriving late to school:

- Students who arrive late to school must report to the Nurse's Office to sign in. If a pattern of lateness develops, a conference with the parent, teacher, and principal may be held.

ARRIVAL AND DISMISSAL

Arrival

Children are not to be dropped off prior to 7:25 a.m.; supervision is not provided. **Children must be in school at 7:45 a.m.**

Parents or guardians who drop students off should do so in the rear of the middle school. Bus riders will be dropped off at the front doors. If you drive your child to school, please refrain from dropping off and picking up by driving down Florence Road.

Dismissal

Dismissal time is 2:27 p.m.
Most clubs end at 3:10 p.m.
Late Bus leaves at 3:15 p.m.





BELL SCHEDULE

Advisory	7:45-8:00
Period 1	8:02-8:43
Period 2	8:45-9:26
Period 3	9:28-10:09
Period 4	10:11-10:52
Period 5	10:54-11:35
Period 6	11:37-12:18
Period 7	12:20-1:01
Period 8	1:03-1:44
Period 9	1:46-2:27
Buses Leave	2:35
AIS/Activity	2:29-3:10
Late Bus	3:15

BRINGING ITEMS NOT RELATED TO INSTRUCTION

As per our Code of Conduct, items that pose a distraction to learning or those that create a safety concern are banned from school and all school activities. These items may include, but are not limited to, drugs/alcohol, weapons, flammable objects and/or toys that resemble weapons. Also, electronic entertainment devices, cell phones, extra money, expensive jewelry, trading cards, toys, long-chained hanging wallets, or neck chains create a security risk at school. The school cannot promise the security of such items and these belongings often present a disruption to instruction. Anything distracting to the learning process is not permitted. Students bringing these items on campus may have them taken away and retained by an administrator.



BUS SCHEDULE



Bus routes and schedules are mailed to Hampton Bays’ families during the summer. If you need an additional copy during the year, they are available in both the Main Office and the Counseling Office.

CELL PHONES

Cell phones should not be visible and may not be used during the school day. Cell phones will be confiscated by administration if they are seen or heard during the school day. Parents may be required to come to school before the phone is returned.



CODE OF CONDUCT



Acceptable student behavior is set by the District’s Code of Conduct, which is mailed home in September of each year. Please review this with your family to help support a high standard of conduct at Hampton Bays Middle School.

COMMUNICATION

Visit our website at www.hb-schools.us for district and school information, including a printable school calendar. District information for all schools is updated regularly. Our website is your best source of information regarding Hampton Bays Middle School.



CONFIDENTIAL INFORMATION

The Family Education Rights and Privacy Act (FERPA) affords parents and students less than 18 years of age certain rights with respect to the student's educational records. Please see your child's counselor if additional information is needed.



CONCERNS-PROCEDURES FOR ADDRESSING CONCERNS



If you have a problem, suggestion, or concern, we want to hear it. Teachers, counselors, and administrators are always ready to assist you. You can call or email any of the staff members at Hampton Bays Middle School. When possible we encourage parents to use email. All teachers have computers in their classrooms. You can access all staff members email accounts through our website.

The best way to contact a teacher with a concern is to email that teacher directly. If there is a need to schedule an appointment with your child's counselor, Mrs. Laurie O'Halloran, please call 631-723-4700 ext. 2106.

COURSE CHANGES

Course Changes must occur during the add/drop period in September. Following that period, changes will only be permitted after the review and consultation of the administration. Except for rare instances, course changes are not appropriate or possible at the middle school level.



DETENTION



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' District Code of Conduct, which is provided to families via the student agenda that is given to each student the first day of school. Consequences, such as detention, are outlined in the district's discipline policy in the student agenda.

DRESS CODE

There is considerable evidence to indicate a close relationship between pupil behavior and appearance. Anything that distracts from the important job of learning is considered to be inappropriate. Clothing which is extremely casual or which would be chosen for a party is likely to engender a casual or party attitude toward school.

It is the student's responsibility to arrive at school properly dressed. Students who chose inappropriate attire might be lent appropriate clothing, may miss class or classes while waiting for appropriate clothing from home, or may face further disciplinary action.



The District Code of Conduct describes appropriate dress. In the middle school, our most frequent infractions of the dress code are to the following rules:

- Clothing must cover all undergarments
- Midriffs must be covered
- No short shorts or short skirts-fingertip length is requested.
- Inappropriate "logos and slogans" on clothing.

EMERGENCY CONTACT INFORMATION



It is imperative that all students have up-to-date emergency contacts on file with the school. You will receive a student information sheet at the beginning of the school year. Please make sure that we have current information and that you let us know of any changes or additions to your emergency information-either phone numbers or names of allowable emergency contacts. Occasionally, an accident or extreme illness makes it necessary for school personnel to contact a parent or guardian. **A student cannot be released to any individual who is not listed as an emergency contact.**

It is the parent's responsibility to update emergency contact information when moving and/or changing any of the telephone numbers listed in our records.

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 posted on the school website www.hb-schools.us and broadcast 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 6:30 a.m. **Please do not call the school or the radio stations for closing information.** Every family should have 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.** The district will use our mass communication system, ConnectEd, in instances where information should be broadcast quickly. For this to work, families' phone numbers must remain current.

EXTRA-CURRICULAR ACADEMIC ELIGIBILITY POLICY

Extracurricular Activities

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 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.

FIELD TRIP POLICY

Field trips are extensions of classroom activities and are primarily learning experiences related to 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 is available daily in our school cafeteria. Please note that breakfast is only available to students receiving free lunch. Keep your monthly menu (available on the school website and in the main office) handy for current selections and prices. The breakfast program begins at 7:25 a.m. Breakfast students who are bused may proceed to the cafeteria for breakfast. All students must finish breakfast by 7:45 a.m. and go to their classroom. Forms requesting the free lunch program are mailed home over the Summer and after that time frame are available in the Counseling Services Office.

GRADING POLICIES

Grades will reflect a teacher's most objective assessment of your child's academic achievement. Grading policies may vary slightly from teacher to teacher or from subject to subject, but all policies are created to encourage student success and to promote productive learning behaviors. Teachers have available a written explanation of their grading policies. These will be provided to parents during Open House in the fall and at other times during the year by request. If you have a question regarding any specific grade, your best source of information is your child's teacher. At HBMS, we keep open lines of communication between school and home so that students' progress is always known. There are 10 instances where parents and guardians will receive formal communication - Progress Reports and Report Cards. Progress Reports are mailed home after the midpoint of a Marking Period (5 weeks). Report Cards with numerical grades are mailed home after each Marking Period ends. Please check the District Calendar on the District website <http://www.hbschools.us/calendars/district.asp> to check these dates each year.



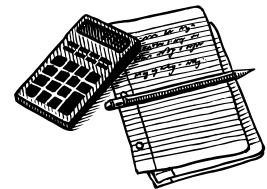
HALLWAYS AND HALL PASSES



Students are expected to walk in the hallways at all times, use the right side of the hall, use appropriate indoor voices, and to respect classes in session. Students in hallways are expected to have a pass from a teacher. Space is included in our student agendas for this purpose. When leaving the classroom during class time, students must have a properly filled out hall pass in their agenda.

HOMEWORK

Regular and purposeful homework is an essential component of the instructional process. Homework provides reinforcement of skills and extension of classroom instruction. It may serve as a basis for further study and preparation for future class assignments. Additionally, homework reinforces the importance of personal responsibility regarding meeting deadlines and following instructions independently.



School District policy requires a reasonable amount of homework and should be assigned at least Monday through Thursday. Suggested times for middle school homework are as follows:

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

HONOR ROLL

We acknowledge academic achievement. At the end of each marking period, students who are on the Honor Roll will receive a letter.

Criteria for Honor Roll:

- Honor Roll - Grade point averages of 88 – 91.99
- High Honor Roll – Grade point average of 92 – 95.99
- Presidential Honors – Grade point average 96 – 100

All graded courses will be included with regard to Honor Roll. Any outstanding incompletes or failures eliminate students from Honor Roll consideration.



LOCKERS



Lockers are assigned by the school for schoolbooks and for clothing/equipment associated with 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.**

Defacing 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.** Students are responsible for the safety and security of their personal property. While we are proud of the safe environment we enjoy here at Hampton Bays Middle School, we cannot guarantee the security of personal items brought to school.

LOST AND DAMAGED BOOKS

All textbooks and library books and school equipment (e.g. calculators) are loaned to students for their use during the school year. The content area teachers will assign textbooks. A record is kept of each book that is assigned. Students must return the same textbook at the end of the 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. You will be notified by mail of any lost or damaged textbooks, library books or equipment. Students may bring payment to the Counseling Office, where they will receive a receipt.

LOST AND FOUND

We have a lost and found, which is located inside the cafetorium. All large items such as, clothing, books, lunch bags, etc...) are brought there. When purses, glasses, jewelry or other small valuable items are found, they are generally kept in the office rather than in the lost and found. From time to time throughout the year, lost and found items will be donated to charity if they remain unclaimed.



PARENT-TEACHER COMMUNICATION



Reporting to parents/guardians on student progress is done through progress reports, report cards, and parent conferences. Progress reports will be issued midway through each ten-week marking period. 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, every ten weeks, with parent-teacher conferences scheduled for the fall. Parents are encouraged to make appointments for additional conferences if desired. In addition, your child's team of teachers is available to meet as a team to discuss any relevant issues.

PARENT TEACHER ORGANIZATION

Membership in the Hampton Bays Middle School PTO is open to students, parents, and teachers. The PTO works closely with the administrators and teachers to support and assist our students. Applications to join the PTO can be obtained in the Counseling Office.



REGISTRATION AND RESIDENCY PROCEDURES

Students entering Hampton Bays Middle School for the first time or re-enrolling must register for school in the district office on the Hampton Bays High School campus at 86 East Argonne Rd. The phone number of the registration office is 723-2100 ext. 2107.

SAFETY AND SECURITY



Every effort is made to provide a safe learning environment for all students. Any student who has a concern about his/her safety or security should see a counselor, administrator, or any staff member immediately. Students should report any dangerous or threatening behavior to school authorities.

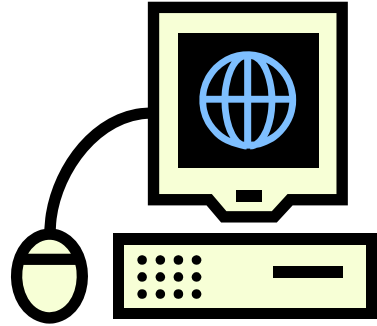
SCHOOL TRANSPORTATION

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 3:15 p.m. late bus is provided for students who remain after school for activities, detention, or extra help. Students are not permitted to ride the late bus if they remain after school for an unauthorized reason. For a complete list of bus rules and consequences, please consult the student agenda.



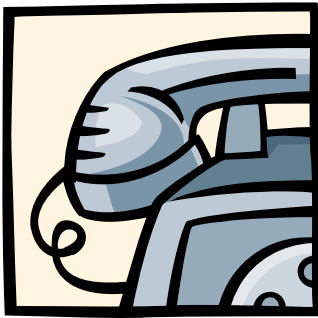
TECHNOLOGY USE

Students in the 21st Century have regular access to various technology tools. These tools (computers in the classroom, distance learning, classroom SmartBoards, the Internet and many others) expose our students to great learning opportunities beyond the four walls of our school. However, this great opportunity also comes with great responsibility. To use technology in school, students and parents must sign an Internet Use Agreement that details acceptable behavior on the Internet and when using technology. To maintain this standard of excellence at home as well, please visit www.powertolearn.com and www.safekids.com. These helpful websites offer information and tips on allowing your child to safely use the Internet in the 21st Century.



TELEPHONE CALLS

Students are only permitted to call home if there is an emergency. Students may use the telephone in the Counseling Office to make necessary phone calls. Generally, a staff member will ask a student to explain why he or she needs to use the phone. In an effort to promote student responsibility, students may **NOT** call to arrange social plans or play dates. If they are not feeling well they are to go to the Nurse's Office at which time the nurse will make the determination if a phone call is in order.



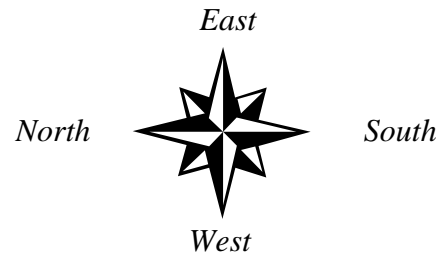
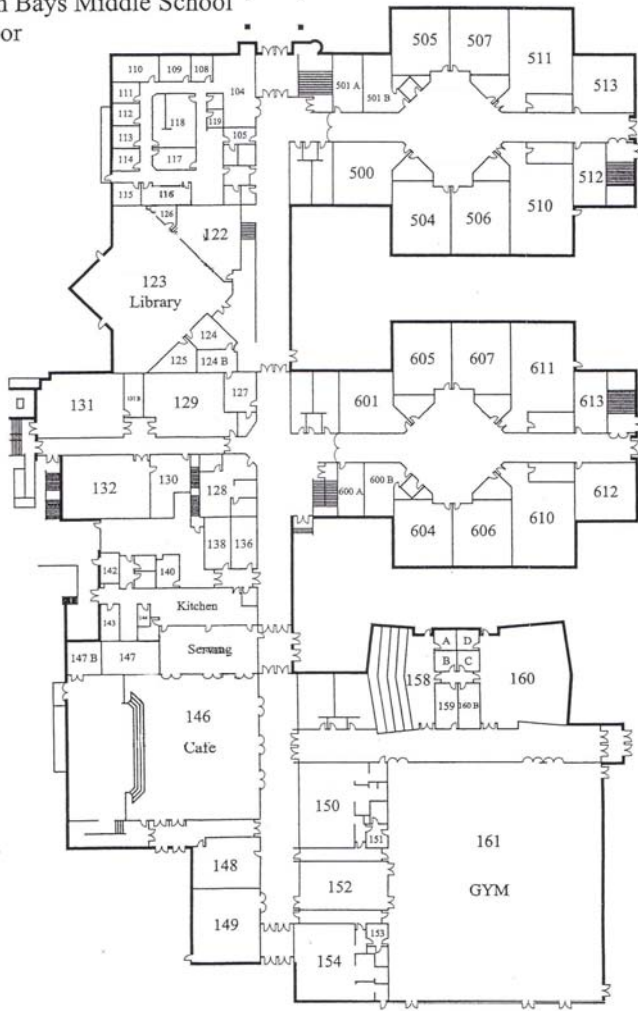
Of course we will always assist parents who need to leave important messages for their children. However, your courtesy and understanding of our office staff would be appreciated in this regard. The end and the beginning of the day are especially busy in the office, with announcements regarding sports, clubs and other daily business that students and staff members must hear.

VISITORS

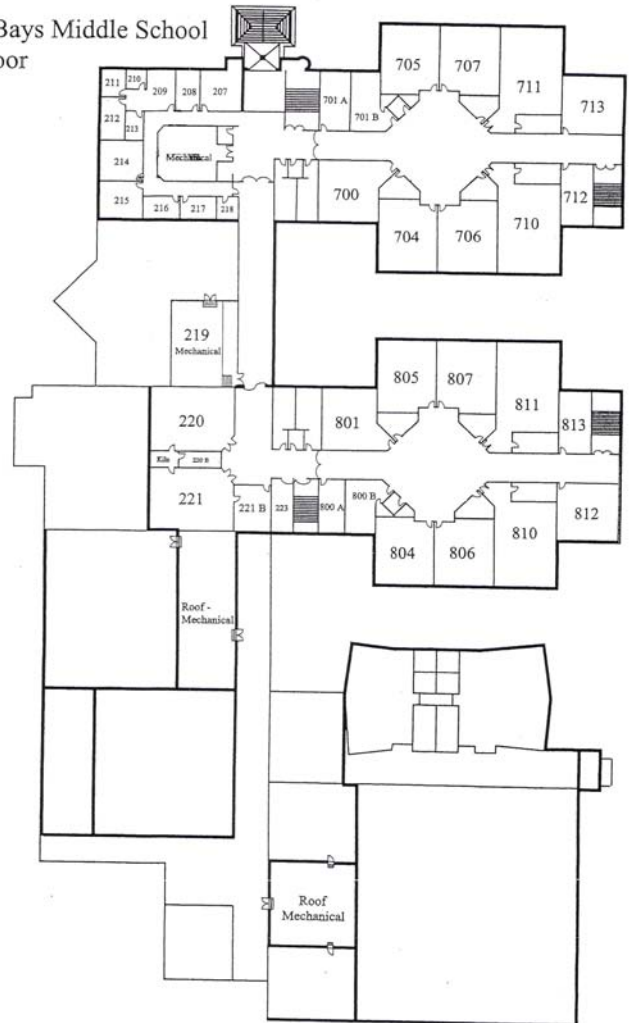
For the safety of our students and staff, all parents and other visitors must sign in at the security window in the lobby and wear a "visitor" badge while in the building. Students from other districts may not visit classrooms as companions of students.



Hampton Bays Middle School
First Floor



Hampton Bays Middle School
Second Floor



Hampton Bays Middle School
School Transportation Procedures
Please review these important procedures with your entire family!

If you take the BUS:

- Find the **closest bus stop** to your home in the August Back to School mailing.
- Only **emergency requests for bus route changes** will be considered. Please put those requests in writing and mail to Drew Walker, 88 E. Argonne Road.
- 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 Cafeteria 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 Cafeteria to wait until the bell rings for first period.
- Please allow time for traffic down the driveway.
- Please refrain from driving your child down to 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.**
- Walkers may enter school through the front doors and go directly to the Cafeteria.
- Skateboards are not permitted on school grounds.
- If you enter from Florence Road, you can enter by the cafeteria.

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 red 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.

If you have any questions regarding these transportation procedures, please contact Drew Walker, Director of Transportation at 723-2110, ext. 3201 or at dwalker@hbschools.us.

