



# **STUDENT - PARENT HANDBOOK**

**2023 - 2024**



**Briarcliff Middle School  
444 Pleasantville Road  
Briarcliff Manor, New York 10510  
(914) 769-6343**



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September 2023

Dear Students and Parents,

The beginning of a new school year is always a time of excitement and anticipation. This is especially true at middle school, where students take steps along the path which bridges elementary and high school. These three years of middle school are marked with self-discovery and awareness, as students experience tremendous academic, social, emotional, and physical growth.

This handbook has been provided to give you the information you need for a successful middle school experience. I encourage you to review it together and keep it handy for reference during the school year. It is divided into sections: General Information, The Academic Program, School Life and Expectations, Health Office, and After School.

We have an outstanding middle school and are very proud of our excellent students, unflagging family support and phenomenal faculty. Our goal is to provide an academically rigorous program while supporting the wellness and development of the whole child. We strive for excellence in our curricula and positive relationships with our families.

It is an honor to serve the Briarcliff Middle School community. Please do not hesitate to call us if you have any concerns or questions. On behalf of the middle school staff, we extend our best wishes for a successful year for all our students and their families.

Sincerely,

Amy Gladstone and Kristen Bizenza

The mission of the Briarcliff Middle School community is to nurture students as they navigate the social, emotional, and intellectual journeys of early adolescence. We support students to develop effective habits to:

- Think critically and solve problems
- Make responsible and ethical decisions
- Become thoughtful and caring citizens

We seek to build a strong and positive community based on the belief that families and schools in partnership can support students in reaching academic success, fostering personal growth, and developing skills for life-long learning.

## Part I: GENERAL INFORMATION

### HELPFUL PEOPLE AND HOW TO REACH THEM

Mrs. Amy Gladstone	Principal	769-6343 x2081
Ms. Kristen Bizenza	Assistant Principal	769-6343 x8230
Mrs. Sara Piersons	Guidance Counselor	769-6343 x2219
Dr. Elissa Novick	School Psychologist	769-6343 x2318
Mrs. Laura Jagielski	School Nurse	769-6343 x2097
Dr. Debora Serio-Vaughan	Director of Pupil Personnel	941-8880 x4029

### DAILY SCHEDULE

	Grade 6	Grade 7	Grade 8
Period 1 8:35-9:16	Core	Core	Music/PE
Period 2 9:18-9:59	Core	Core	Related Arts -Computer Arts -Visual Art -PLTW: Computer Science for Innovators -Health
Period 3 10:01-10:42	Core	Core	Core
Period 4 10:44-11:25	Lunch	Music/PE	Enrichment Block
Period 5 11:27-12:08	Related Art -Computer Arts -Visual Art -Creative Movement for All -Health	Lunch	Core
Period 6 12:10-12:51	Core	Related Arts -Home & Careers -Visual Art -PLTW: Design and Modeling -Health	Lunch
Period 7 12:53-1:34	Core	Core	Core
Period 8 1:36-2:17	Enrichment Block	Core	Core
Period 9 2:19-3:00	Music/PE	Enrichment Block	Core

## **RESPONSIBILITIES OF PARENTS**

- Become familiar with the contents of the Parent Student Handbook and Code of Conduct.
- Be objective and supportive of the school's decisions when rules and consequences affect your child.
- Take responsibility for your child's behavior and learning but support them in accepting responsibility for achieving success.
- Encourage respect for school property.
- Encourage and model respect for all school personnel.
- Schedule all medical appointments and other appointments after school hours whenever possible.
- Encourage regular, punctual attendance at school.

## **TO WHOM SHOULD YOU SPEAK WHEN...**

### **...you have questions regarding your child's performance in a specific class?**

Call or e-mail the teacher! Your first contact should be directly with your child's teacher. Teachers are as concerned as parents about student progress, and that information that comes home is an accurate representation of what is happening in class. Teachers are happy to discuss any concerns you have.

### **...you have a question regarding your child's behavior in school?**

Call the teacher involved with the problem, or if the disciplinary problem occurred outside of class, please call the main office. If your child has established a pattern of inappropriate behavior, you should contact the assistant principal, school psychologist, or guidance counselor. In all cases, your support of the school's decision regarding discipline is integral to preventing future occurrences.

### **...your child has difficulty adjusting to the middle school environment?**

During the middle school years, students may experience social or emotional challenges related to the new school, personal issues, academics and/or peers. The transition to middle school may be the cause of 6<sup>th</sup> grade angst. The transition from childhood to early adolescence is not an easy one under any circumstances. If your child is struggling, he or she is not alone. If any issues should arise, we have several people who are available to you: our school psychologist, student assistance counselor, and guidance counselor are just a few of those who may be able to help.

### **...your child is going to be absent?**

Parents should use School Dismissal (on our website) or call the main office (769-6343, extension 1, for attendance reporting) on the day of your child's absence. Although this procedure will provide us with current and accurate information, please send a medical note to excuse an absence due to a doctor's appointment.

**...your child needs to leave school early?**

Parents must notify us using School Dismissal. The student will receive an email from the attendance secretary at the start of the day. At the appropriate time, the teacher will send the child to the office for pick up. Notification ahead of time ensures that your child is ready for pick up and reduces classroom disruptions. Please note: We ask parents to avoid making appointments or removing students from the building during school hours. We are requesting you pick up your child by 2:40 due to afternoon bus arrival and carline congestion. Early dismissal is only for those times when a necessary appointment cannot be scheduled after school hours. You will need to show photo ID to sign your child out of school.

**...your child needs to ride a different bus after school?**

For safety purposes, students are expected to ride only their assigned school bus unless they have permission from the main office and receive a bus pass for the day. Parents may request a bus change by entering it into School Dismissal or by sending an email to the main office administrative staff, please include the full name of your child and the full name of the child your student is traveling with and the purpose for the request before 10:00 a.m. It is the student's responsibility to go to the main office to pick up their bus pass which will need to be given to the bus driver. Please note that we cannot accommodate students taking the bus "to town" or groups of students (more than two) all traveling to one child's house.

**... you want to get a message to your child?**

As students grow in responsibility and independence, we discourage parents from contacting students or dropping off forgotten items during school hours. **Students' cell phones are to be turned off and put away during the school day.** You can leave a message on your child's phone, and he/she can retrieve it at dismissal. *Please do not text your child and expect a response during the school day, as this is a violation of school rules.* In the event of a true emergency, please contact the guidance counselor or main office for assistance. Students should only call home with permission of a staff member and use a phone in the main, guidance, or health offices. We cannot interrupt classes to deliver items or messages to students.

**Part II: THE ACADEMIC PROGRAM**

The middle school offers a rigorous program for all students. This includes advanced classes in world languages, with students completing a three-year sequence in lieu of the one-year program required by the New York State Education Department. In addition, accelerated math begins in grade 7. Students who successfully complete the Regents in Integrated Algebra and a local assessment in World Language will earn high school credit for each, with the final grade appearing on the student's high school transcript.

As students enter middle school, they may choose a language (French or Spanish) and select a music program (band, chorus, orchestra, or Exploring Music). Each is a three-year course of study.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Core Classes</b>	English Language Arts	English Language Arts	English Language Arts
	Math	Math	Math
	Science Earth Science	Science Living Environment	Science Physical Science
	Social Studies World Civilizations	Social Studies US History	Social Studies US History
	World Language	World Language	World Language
<b>Related Arts</b>	Visual Art	Visual Art	Visual Art
	Computer Art	Home and Careers	Computer Art
	Creative Movement	PLTW/Tech: <i>Design &amp; Modeling</i>	PLTW/Tech: <i>Computer Science for Innovators</i>
	Health	Health	Health
	Music	Music	Music
	Physical Education	Physical Education	Physical Education

\*\*\*\*\* **COURSE DESCRIPTIONS** \*\*\*\*\*

**ENGLISH LANGUAGE ARTS**

At all grade levels, the ELA curriculum follows the New York State Next Generation Learning Standards. These standards have been developed to ensure students' readiness for college and career, and they guide us in our curriculum decisions. They include:

- The use of informational texts, balanced with the reading of literature.
- The development of literacy skills and competencies across all content areas.
- An increase in the complexity of materials read, with emphasis on “close reading” for details and information.
- Greater emphasis on text-based answers, both in discussion and writing.
- Increased focus on non-fictional writing, especially writing backed with evidence to inform or convince the reader.
- Increase in targeted vocabulary to help students understand texts across content areas.
- More student choice and responsibility while engaging in active learning units.

For more information, please visit the following website: <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>

**ELA 6:** Through literature, informational texts, and thematic writing projects, we develop students' listening, speaking, reading, and writing skills. We work closely with other content areas to develop interdisciplinary connections for the students, and to build a rich vocabulary. Sixth grade is a time of developmental change and transition; therefore, instruction is differentiated to meet the individual needs of all students.

**ELA 7:** The seventh-grade course of study includes the formal review and teaching of literary elements and genres, with the emphasis on application of rules to writing, the study of vocabulary, the teaching of the research process, and exposure to a variety of writing techniques and public speaking. Students focus on creating a Call to Action Project. Emphasis is placed on exposure and implementation to a variety of apps on student devices through the lens of ELA. Studies include thematically based novels, short stories, and poetry often linked to informational texts. Students use classroom libraries to supplement their outside reading and are encouraged to choose challenge texts to augment existing themes in the classroom.

**ELA 8:** Eighth grade English Language Arts continues the study of literary skills from sixth and seventh grade. There is an emphasis on more analytical reading and writing; we build on text evidence and the foundations of claim writing to further develop students' insight into the class texts. This helps students prepare for high school reading and writing as well. Eighth-grade coursework explores a variety of literary genres and informational texts, and the students have opportunities to write academic responses, fiction pieces, and poetry.

## MATHEMATICS

At all grade levels, the Math curriculum follows the New York State Next Generation Learning Standards. These standards ensure students' readiness for college and career, and they place emphasis on:

- Increased depth and focus on fewer topics to develop a strong foundation of knowledge and understanding of concepts.
- Increased connections across and within grade levels to provide better coherence and extension of learning.
- Greater focus on math fluency -- speed and accuracy with simple calculations.
- Development of deep conceptual understanding, rather than procedures to find the right answer.
- Increased opportunities to transfer and apply skills and concepts across content areas, and particularly in science.
- Balanced focus on practice and understanding.

For more information, please visit the following website: [www.corestandards.org](http://www.corestandards.org)

**MATH 6:** In grade 6, emphasis is placed upon developing proficiency in numerical operations and strengthening problem solving skills. The curriculum includes five content strands: number systems, ratio and proportional relationships, algebra, geometry, statistics, and probability.

**MATH 7:** In grade 7, emphasis is placed upon developing algebraic understanding and learning how to represent problem situations in several different ways. The curriculum includes five content strands: number systems, ratios and proportional relationships, algebra, geometry, statistics, and probability.

**MATH 7/8:** Acceleration in 7<sup>th</sup> grade is available to qualified students. These courses are designed for students who wish to pursue their studies more extensively and at a more demanding pace than the regular curriculum allows. In grade 7, accelerated classes combine the 7<sup>th</sup> & 8<sup>th</sup> grade curriculums in a single year. Emphasis is placed upon algebra and more advanced problem solving. The curriculum includes five content strands: number systems, ratios and proportional relationships, algebra, geometry, statistics, and probability. Students are expected to maintain an average grade of 80% to continue in the accelerated program.

In addition to the accelerated 7/8 class, we offer an honors level class. The expectations for this course are higher, as students are expected to solve more rigorous problems and provide proof of their solutions. In both courses, continuation is based on student performance and recommendation of teachers. Students are expected to maintain an average grade of 85% to continue in the honors accelerated program. Please see **About Math Acceleration** below for placement criteria.

**MATH 8:** In grade 8, emphasis is placed upon developing algebraic understanding and learning how to represent problem situations in several different ways. The curriculum includes five content strands: number systems, algebra, geometry, functions, statistics, and probability.

**ALGEBRA I:** Acceleration in 8<sup>th</sup> grade is available to qualified students who have mastered material in Math 7/8. These courses are designed for students who wish to pursue their studies more extensively and at a more demanding pace than the regular curriculum allows. In grade 8, Algebra I is the first course of the high school sequence. With heavy emphasis on algebra, concepts and skills will be explored and developed through multiple representations. The class culminates with the state assessment for Algebra I in June. This class provides a high school credit, and students' final grades for this course are entered on their high school transcripts.

In addition to Algebra I, we offer an honors level class. This class moves at a quicker pace and students are presented with advanced challenges with each topic. Students who are not enrolled in Honors Mathematics as seventh graders can be placed in Honors Algebra I. This is done upon recommendation by the seventh-grade math teacher and through consistent improvement over the year in grade seven.



## ABOUT MATH ACCELERATION

Our grade level program is infused with the foundations and conceptual understandings necessary to prepare students to do well in Algebra and other high school level math courses. Middle school curriculum sets a foundation that is critical for future success in math, and therefore, acceleration during developmental middle school is not generally recommended. Indeed, research shows that accelerating too soon may be detrimental.

Furthermore, our math curriculum has changed considerably since the adoption of the Common Core State Standards, becoming more rigorous and including topics that were previously included at higher grade levels. Therefore, we adhere to clear criteria and exercise great care and consideration in making placement decisions. Our goal is to identify readiness using data and to place students appropriate to their *demonstrated level of readiness*. Without evidence of readiness and conceptual mastery of core content we cannot, in good conscience, place students in an accelerated course. Students who are accelerated before they are ready may have gaps in their content knowledge that puts them at a disadvantage as they enter Algebra II and higher-level mathematics courses.

At Briarcliff Middle School, we are committed to placing students in the course that best meets their needs and readiness. Teachers have a proven track record of getting to know students well, and when they see readiness, interest, and ability, they are happy to advocate for an accelerated program. Parents who have questions about placement beyond the courses outlined here should speak with their child's math teacher or contact the guidance counselor.

### ***Entry Points for Acceleration in Mathematics:***

A. At the end of grade 6: All students are eligible for consideration for Math 7/8 and Math 7/8 Honors. *It is important to understand that a student earning a high grade in Math 6 is not necessarily ready for acceleration* as the overall grade indicates mastery of grade level material.

B. At the end of grade 7: Understanding that students develop and grow at varying rates, we consider options for acceleration into Algebra I upon completion of Math 7 on a case-by-case basis; placement occurs in a very small number of cases. This decision is critical as students' final grades and Regent's exam scores will be posted on their High School transcripts. It is essential that students have *demonstrated readiness* for Algebra I before entering the course. Please contact your child's teacher if you think your child may prepare for acceleration at the end of grade 7.

**Beyond Middle School:** Another opportunity for acceleration is available to students as they enter grade 10, when they may take Geometry and Algebra II concurrently. This is an option for students who are not yet accelerated. Information and prerequisites for high school courses can be found on the high school counseling home page, under the course selection tab.

## MUSIC

As students enter middle school, they are asked to select a three-year course of study in a particular area.

**CHORUS:** Middle school chorus students work to develop the potential of their singing voices as musical instruments. A well-rounded musical experience includes exposure to a variety of musical styles, a working knowledge of music fundamentals and terminology, the importance of posture, proper breathing, good vocal health, and sight singing. Two evening performances are scheduled, and when appropriate, students may perform at NYSSMA, All County or other music festivals.

**BAND:** Middle school band students build their musicianship through ensemble experiences and individual practice of technical skills. Band rehearsals are designed to challenge students to explore and master band literature from a variety of styles appropriate to their skill level. In addition, students attend a lab class which meets regularly during their flex period and focuses on specific instrument technique. Using method books, students gradually become independent players as they develop skills and acquire and apply problem solving strategies. Home practice and preparation are a course requirement. Since the members of musical groups are interdependent, appropriate self-discipline is expected. Most students are required to provide their own reliable, quality instrument which requires parent involvement. Participation in winter and spring performances is required. Additional performances may include NYSSMA festivals when appropriate.

**ORCHESTRA:** Middle school orchestra students are encouraged to become better musicians through active participation. The course of study fosters the acquisition of advanced technical skill to provide greater flexibility and understanding while performing. The students will study the fundamentals of music theory, and music history while learning about the role of music within world cultures. Students will strengthen their musicianship through ensemble experiences and individual practice. In addition to regularly scheduled rehearsal sessions, students attend a lab lesson which meets regularly during their flex period. Performances are scheduled throughout the school year; the winter and spring concerts are course requirements. Additionally, students may participate in performances at other venues, such as, the NYSSMA festival and other events as feasible. Students are also encouraged to seek ways to make music an important part of their lives.

**EXPLORING MUSIC:** This class offers each student the opportunity to explore interesting and relevant topics in music. Through this exploration, students gain understanding, appreciation, and skill in a variety of musical endeavors. The class provides hands-on experiences in the electronic music lab. All lessons are designed to meet the state and national standards for music education.

## PHYSICAL EDUCATION

At all grade levels, physical education offers students an opportunity to learn various sports, cooperative games and fitness strategies that are coupled with an opportunity for self-

expression and stress release. It is the goal of the department to present each student with a range of physical activities they can enjoy so they may employ them in their lives to remain physically active for a lifetime. The ability to be conductive in a team setting and/or a cooperative environment is paramount to success in and out of school.

## SCIENCE

The science department is committed to the NYS science learning standards which are based on the Next Generation Science Standards. These provide a framework for science education that is grounded in inquiry, problem solving, and hands-on experimentation. We employ a variety of teaching strategies and resources that are designed to meet the needs of all our students. We use a combination of direct instruction, inquiry-based learning, and problem-based learning to engage our students and help them develop a deeper understanding of scientific concepts. Our teachers use a variety of assessment methods, including formative and summative assessments. These include lab experiments, exit tickets, quizzes, tests, and written responses to scientific claims; all of which can be administered in either digital or traditional methods. These assessments allow teachers to monitor progress and adjust instruction as needed.

**SCIENCE 6:** The 6<sup>th</sup> grade science curriculum is focused on Earth science topics. Students will study topics related to Earth's Systems, History of Earth, Weather & Climate, Human Impacts, and Space Systems. All units will incorporate lab activities, engineering and design, and other important scientific skills needed for future success science courses.

**SCIENCE 7:** The 7<sup>th</sup> grade course focuses on the living environment. The course offers a blend of concepts and skills, focused on the study of living organisms from simple to complex. It also incorporates the exploration and discussion of how heredity and diversity can play a role in the development and adaptation of living organisms to their environments.

**SCIENCE 8:** The 8<sup>th</sup> grade science course has been designed to prepare students for the rigor of high school science. Science 8 builds on students' knowledge of general science while emphasizing the foundations of chemistry, physics, and earth through the investigation of the basic structure of matter. The course provides a blend of science concepts and skills supplemented by a coordinated laboratory component, with enough flexibility to suit individual and classroom needs. The text material presents relevant and recent facts that are used to build science concepts. The laboratory component allows the student to gain firsthand experience with scientific investigations.

## SOCIAL STUDIES

The Briarcliff Middle School Social Studies Department follows the New York State Social Studies Framework for Grades 6-8. The framework places emphasis on the skills and dispositions needed for college, career, and civic life. At the middle level, this means an increased focus on historical inquiry through developing questions, applying concepts and tools, evaluating sources, and using evidence, communicating conclusions, and taking informed action.

## CURRICULAR APPROACH

- **Historical inquiry:** open-ended questions that students explore using primary and secondary sources
- **Student voice and choice:** opportunities for self-paced and collaborative learning; differentiated opportunities to express learning goals
- **Civic readiness:** real world connections made to historical events; opportunities for community service

## HISTORICAL THINKING SKILLS

- **Content:** analyzing primary and secondary sources, including images
- **Cause & effect:** recognizing sequences of events, and how they are interrelated
- **Comparison & contrast:** recognizing patterns and themes in history
- **Contextualization:** understanding how events impact or help explain each other

**SOCIAL STUDIES 6:** In this class, students will learn about the geography of our world, including the important ancient civilizations that made us who we are today. Our studies continue through medieval Europe, a time of knights and castles. We will explore the beginnings of culture and civilization, particularly emphasizing how cultures meet basic human needs. Skills such as engaging with primary and secondary texts, note taking and note making, analyzing maps, study strategies, and current events will be a focus in our social studies class. This course reflects New York State Standards for literacy in the content area.

**SOCIAL STUDIES 7:** Seventh graders begin a two-year course exploring America's history. In correlation with NYS standards for social studies, students explore the discovery and growth of the American nation. Beginning with the Colonial Era and progressing through the Civil War, students will investigate the challenges of building a nation. New York State Standards for research, text analysis, writing, and presentation skills are emphasized.

**SOCIAL STUDIES 8:** In grade 8, students continue with the second half of a two-year course exploring America's history. This class is an inquiry-based course, where students are faced with historical or current problems. Through the exploration of primary and secondary sources, students generate solutions to problems using critical thinking skills. The course content begins in the mid-19<sup>th</sup> century, as the United States industrialized after the Civil War, and traces the course of events as America developed as a superpower, driving the history of many other nations. New York State Standards for research, text analysis, writing and presentation skills are emphasized.

## WORLD LANGUAGES

**SPANISH and FRENCH:** The World Language department utilizes a communicative methodology to make learning a new language accessible to our students. Student centered learning activities enhance thematic units, and the culture of Spanish or French speaking countries is embedded in the lessons.

Students begin a three-year course of study with an emphasis on listening and speaking skills, and then add reading and writing skills appropriate for middle school students. The program culminates in a locally created exam, which parallels the previous NYS proficiency test. Students earn one high school credit upon successful completion of the three-year program. Therefore, *final course grades for grade 8 language classes are posted on high school transcripts.*

## RELATED ARTS

Related arts classes meet daily for one third of the school year. Each course reflects specific content learning, as well as the development of literacy within the discipline.

*Art (Grades 6, 7, 8):* Artistic expression is one of the many ways in which students may seek, explore, and find a unique voice. Middle school is an excellent time for students to experiment with a variety of media and art techniques. In keeping with this, the art curriculum at BMS offers an introduction to many ways of making art. It strives to include historic and cultural backgrounds that enhance the meaning and depth of the lessons and helps students to make connections between art and other disciplines. Many new vocabulary words are introduced, and students are responsible for learning and using these whenever possible. Art skills are demonstrated, practiced, and built upon at each grade level.

*Computer Art (Grades 6,8):* Students will learn how to use computer art tools to create and enhance their original artwork. The students will explore drawing by using traditional art tools. The creation of mosaics will strengthen the concept that drawing is based on the arrangement of shapes. Observational and auditory drawing assignments will help develop the skills of looking and listening while illustrating on the computer. The students will engage in studying one academic subject area and relate information about that academic area to illustrations in art. The students will explore the human achievements of that subject area and translate those achievements into written and art expressions.

*Health (Grades 6, 7, 8):* The middle school health education curriculum is designed to help students understand that the decisions they make can affect the quality and quantity of their lives both now and in the future. Following the NYS and national standards our health lessons and activities will focus on the following life skills: concepts-related health promotion and disease prevention, accessing valid health information, practicing health enhancing behaviors and reducing health risks, analyzing the influence of culture, media and technology, communication skills, goal setting and decision making, personal, family, and community health. These skills are taught through the following health education content: mental and emotional wellness, nutrition, drug prevention (gateway drugs), human sexuality and healthy relationships. Mindfulness is taught throughout the 3 grade levels enabling students to become more empowered and keep the focus on themselves.

*Movement for All (Grade 6):* Students are exposed to dance as an art form as they explore space, time, and dynamics. Students develop self-confidence and basic skills to express ideas in motion under teacher directed experiences. Instruction is built upon the needs of each student so that they discover the powerful messages conveyed through movement.

***PLTW/Tech: Design & Modeling (Grade 7):*** Design and Modeling provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.

***PLTW/Tech: Computer Science for Innovators and Makers (Grade 8):*** Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

### **The Enrichment Period: All Grade Levels**

***Enrichment*** is a designed period at each grade level that allows us to personalize learning for your child. The offerings noted below are included during this time period.

- ***Enrichment classes*** are mini courses designed to enrich and extend your child's academic learning. A variety of topics are offered at each grade level and students cycle through the offerings as their schedules permit. Enrichment classes are graded.
- ***Advisory*** is included in the Enrichment cycle. It is designed to guide students through their middle school years, and addresses issues related to early adolescence and social learning. Meeting with a guidance counselor or other faculty member, students participate in activities and discussions that are developmentally appropriate and meet the needs of students at each grade level. Advisory activities supplement classroom and whole school activities to address social learning.
  - In grade 6, advisory focuses on the transition to middle school, and includes topics such as citizenship in our school community, teamwork, empathy, test taking strategies, social identity, and social media.
  - In grade 7, we build on these topics with a primary focus on drug and alcohol prevention. Social relationships, becoming "up-standers," peer pressure and social media awareness are also covered as time allows.
  - As students move into grade 8, we prepare students for the transition to high school. Beginning second semester our guidance counselor will discuss course recommendations and course requests. Additionally, our Student Assistance Counselor will meet with students to cover individual and social responsibility, making positive academic and social choices.

- ***Instrumental Music Lessons*** provide group instruction that enhances students' technical ability to play their instruments. These lessons are an extension of the ensemble rehearsal.
- ***Strategies*** classes are designed to support students strengthen skills and dispositions necessary for success in content classes. *Students must be recommended for these courses by their teachers. Criteria for placement include state assessment scores, progress on MAP, and teacher evaluation.*
  - ***Reading Strategies*** is designed to help students strengthen their reading skills including decoding, comprehension, and fluency.
  - ***Writing Strategies*** is designed to help students strengthen their writing skills including organization, incorporation of academic language, voice, and tone.
  - ***Math Strategies*** reinforces skills learned in the regular math classroom including problem solving, abstract thinking, and numerical fluency.
  - ***Learning Center*** is designed to support students overall, with a focus on gaining better understanding of how they learn while reinforcing key skills across content areas. Students gain insight into the importance of materials management, executive functioning skills across all content areas, and keeping up with daily workload.

## ASSESSMENTS

Teachers regularly monitor students' progress and may include a variety of assessments throughout the school year. Such assessments allow students to demonstrate their learning. They may be in the form of assignments, projects, or exams, depending upon the subject area and the developmental needs of the grade level. Teachers use assessment data to plan future instruction and meet the needs of students.

Additionally, in Math and ELA, we use a progress monitoring tool known as MAP (Measures of Academic Progress). Students complete three prompts per year, helping teachers to identify the skills students have mastered, gaps in content learning, and monitor student performance over the course of the school year. While MAP is not included in report card grades, it does provide important information that teachers use to guide work in the classroom.

New York State Department of Education requires that students take standardized tests in English language arts and mathematics each year. In addition, students in grade 8 are tested in science. In all other content areas, locally developed assessments may be utilized. Please see our school calendar for dates of state assessments.

## STUDENT GRADES

Grading should be a transparent process, and teachers will share grading policies with you on Back-to-School Night. In addition, parents are encouraged to check for grades on the Parent Portal periodically. Teachers use the Parent Portal to keep parents updated on student progress. As your child begins middle school, emphasis should be on learning and not on

grades. In general, students have many opportunities to make corrections so that they can master the content. Students earn an A when they show mastery of grade level material; this is not an indication of readiness for acceleration.

Middle School students receive letter grades on report cards, as is developmentally appropriate. Only high school credit bearing courses (Algebra I and 8<sup>th</sup> grade Spanish I and French I) report grades numerically. Please see below to determine the numeric value of grades.

A+ = 97-100	B- = 80-83	D = 66-67
A = 94-96	C+ = 77-79	D- = 65
A- = 90-93	C = 74-76	F = 0-64
B+ = 87-89	C- = 70-73	
B = 84-86	D+ = 68-69	

### **PROGRESS REPORTING AND CONFERENCES**

Regular and on-going communication about your child's progress is an important aspect of a child's education. Teachers report student progress in a variety of ways throughout the school year. This information is shared with parents in a variety of ways. Teachers may discuss progress over the phone or via e-mail. The Parent Portal provides updated information regarding students' work.

Formal progress reports are issued 8 times this year. Interim progress notes are prepared midway through each quarter and report cards will be issued at the end of each marking period. All progress notes and report cards are posted to the Parent Portal about a week after each time period ends (see marking period dates below).

Parents are encouraged to contact their child's teachers with specific questions or contact the grade level team leader if there are more general concerns. At times, a team conference may be appropriate.

In general, parents meet with the grade level team for a conference when there is a concern about a child's progress. There are designated parent/teacher conference days for fall and spring, which provide time for a limited number of conferences.

As a teacher is responsible for more than 80 students, the grade team leader (or a designee) will contact the parents when teachers determine a conference is needed. If the team leader does not contact you, and you feel you need a full team conference, please contact the team leader and a time will be scheduled. Parents may also be in contact with individual teachers via email or phone calls; not every family will require a full team conference.



## END OF MARKING PERIODS

At the end of each marking period, we allow a few days to calculate grades and prepare comments. Report Cards are posted to the Parent Portal about one week after the marking period ends.

Quarter I	September 7 <sup>th</sup> – November 9 <sup>th</sup>
Quarter II	November 13 <sup>th</sup> – January 26 <sup>th</sup>
Quarter III	January 29 <sup>th</sup> – April 12 <sup>th</sup>
Quarter IV	April 15 <sup>th</sup> – June 25 <sup>th</sup>

## HOMEWORK GUIDELINES

All middle school students are provided with a school iPad. Daily assignments are posted electronically by teachers on One Note. The device and a hard copy student planner serve as organizational tools and support students in meeting deadlines and taking responsibility for their work. It is important that parents know their child's log-in and password, so they can periodically check on work and assignments.

As a general rule, 6<sup>th</sup> graders can expect to do approximately one and one-half to two hours of preparation each evening. Successful 7<sup>th</sup> and 8<sup>th</sup> grade students should expect homework to average two and a half hours each evening. If your child tells you that he or she did all the work in school, please ask them to show it to you and check it against the posted assignments. Middle school students generally do not have enough time to complete homework in school.

When students are absent, they should check One Note to get the homework. Upon returning to school, he or she should see each subject area teacher about the work missed. If your child is ill for more than three days, contact the grade level team leader. When appropriate, additional assignments may be collected and left in the main office for pick up.

## EXTRA HELP

Students are encouraged to seek extra help from their teachers either before or after school or at some mutually convenient time during the school day. All teachers have the right to ask a student to report after school for extra help provided the student is given 24 hours' notice. Our athletic director stays in close contact with teachers to ensure that student athletes are also student scholars.

## PROMOTION/RETENTION

During middle school years, it is not developmentally appropriate to retain students in a grade unless there are extreme circumstances. Therefore, students and parents are given regular feedback throughout the school year, along with multiple opportunities for students to improve their performance. Students demonstrating difficulties are provided with a range of interventions. The following guidelines concern students who receive substantial assistance

and attention from teachers, counselors, and administrators to help satisfy middle school academic course requirements, but who fail academic courses in the school year. This does not apply to students with special needs being addressed through an individualized education program.

- A student who fails English, math, science, social studies, or foreign language course(s) for the school year may be required to achieve promotion for the course during the summer months or be retained in the subject in the next school year.
- The guidance counselor and/or principal will consult with the student and the student's family with respect to recommendation for the student's attendance at an existing middle school summer program and/or an appropriate tutorial program during the summer months.
- A student who fails more than two academic subjects for the school year will be referred to the principal for purposes of deciding the appropriate course of action and the student's placement for the next school year.

At the end of 8<sup>th</sup> grade, all students are eligible for a Certificate of Attendance. Only those students who successfully complete the minimum requirements of their academic courses will receive this certificate.

## **Part III: SCHOOL LIFE AND EXPECTATIONS**

### **ATTENDANCE**

Daily attendance in all classes is essential to academic success. It also represents each student's most basic responsibility as a member of the Briarcliff school community. Therefore, every student is to attend all classes, unless legitimately absent from school. The school will identify patterns of absence, tardiness, and early departures from school, and as appropriate, intervene to encourage student attendance and discourage unexcused absences and tardies. ***At the end of every quarter an attendance notification will be sent to families if necessary.***

Parents are asked to notify the main office at the start of the day if a child will be absent, late, or picked up early from school. We encourage the use of School Dismissal to send electronic notification. The link is on our district website, under the tab for Parents and Students. Alternately, parents may call the attendance line at 769-6343; press 1 for attendance. As a safety measure, we will call and email those parents whose children are absent and have not notified the school.

Attendance is taken daily in each class that meets during the school day. If a student is missing from class and not absent from school, the main office is notified immediately. Deliberate cutting of class by our students is absolutely prohibited and will result in school consequences.

Students who are absent are responsible for completing all missed work. Daily assignments can be found on One Note, which students and parents may access on school or home devices. A teacher has the discretion to extend the due date for assignments. If the work is not

completed within the time limit, the student will receive a zero for the incomplete work. It is the student's responsibility to check with their teachers to review outstanding assignments and the time frame in which it must be completed.

Students must be in attendance during school hours to participate in after-school activities. Students who are sick and are not in school for the majority of the school day cannot stay for clubs, sports or other activities. In addition, students serving consequences for disciplinary reasons may lose the privilege to attend clubs or sports.

### **Classifying Absence/Tardy:**

**Excused** are defined as absences, tardiness, and early departures from class or school due to:

- personal illness/medical/dental
- illness or death in the family
- impassable roads or weather
- religious observance
- required court appearance
- attendance at health clinics
- approved conferences and school activities

**All other reasons for absences, tardiness and early departures are considered unexcused.** Missed days for extended vacations or other reasons not noted above are regarded as illegal absences by the New York State Education Department. Teachers may not provide work in advance or extend deadlines when students are illegally absent. Students are expected to complete makeup work, tests, and quizzes immediately upon return to school.

## **TARDINESS**

Students who arrive at school after 8:35 a.m. must report to the security desk to receive a late pass prior to going to class.

Lateness to school or class may have an adverse effect on your child's academic performance. In addition, it is disruptive to the teaching/learning process and puts an additional burden on your child to make up the work he or she has missed. Students are expected to bring a written note of explanation for the late arrival from a parent or guardian. All incidents of tardiness are recorded in the official attendance records.

Sufficient time has been provided for students to pass from one class to the next. The classroom teacher is responsible for holding a student accountable for lost instructional time. Repeated class tardiness may result in disciplinary action. Students are responsible for assignments and class work missed due to tardiness to school or class.

## **EARLY DISMISSAL**

Students who need to be excused early from school will receive an email notification from the main office after families have provided the appropriate information through School

Dismissal. It is the student's responsibility to make up all work that has been missed because of the early dismissal.

As part of our updated safety measures, anyone picking up a child from school prior to the regular dismissal time must be over 18 years of age and will be asked to show a driver's license or other photo identification. ***Under no circumstances are students permitted to leave the school grounds while classes are in session without permission.***

### **SCHOOL DELAYS AND CLOSINGS**

In the event of severely inclement weather or mechanical breakdown, school may be closed or have a delayed opening. The decision will be made by the Superintendent of Schools as early as possible. Should this happen, you can access information in several ways. You may receive notification via e-mail and/or automated phone call. Parents may download the "B button" app or sign up to follow Dr. Kaishian's twitter feed @SuperKaish, to get the timeliest information. Links to both are posted on our district website. In addition, local radio and news stations are notified.

### **VISITORS**

For everyone's safety, all parents and other visitors must show photo ID (driver's license) and register at security as they enter middle school. Visitors wishing to speak with teachers, counselors or an administrator ***must make an appointment*** in advance. Visitors without appointments may be turned away.

Students may not bring guests to school. Students who have left the district and are no longer enrolled in our school may not visit during school hours.

### **STUDENT EXPECTATIONS**

As members of our school community, all students are expected to treat others respectfully and responsibly. Students are expected to arrive to class on time, dressed appropriately, prepared, and ready to work. At middle school, we support students by clearly conveying expectations, promoting positive behaviors, and acknowledging students who demonstrate them. We ask students to be Briarcliff BEARS who:

- B**ring a positive attitude
- E**nter prepared
- A**ctively participate
- R**each for excellence
- S**how respect

### **BILL OF RIGHTS AND RESPONSIBILITIES**

The Student Bill of Rights and Responsibilities focuses upon positive student behavior. It also acknowledges that as students gain increased freedom, they also must accept greater responsibility for themselves. An important goal of middle school is to help students become

respectful and responsible citizens. Student rights and responsibilities are summarized here; please see our District Code of Conduct for fuller detail.

1. **All students have the right to be in a safe, comfortable, and productive learning environment.** Therefore:
  - Students have a responsibility to know and follow school regulations.
  - Students have a responsibility to respect the rights of others to reach their educational goals.
  - Students have a responsibility to respect and care for school grounds and property.
  - Students who interfere with the learning process will be subject to progressive discipline.
  
2. **All students have the right to feel safe and respected as individuals.** Therefore:
  - Students have a responsibility to respect the rights and property of others.
  - Students have a responsibility to adhere to all school regulations.
  - Bullying and fighting will not be tolerated at any time, on any part of school property, or on school buses.
  - Rough play is not permitted and may be considered reckless endangerment. Students should honor the “hands off” policy while at school.
  - Discriminatory, defaming or otherwise inappropriate language will not be tolerated at any time, on part of school property, or on school buses.
  - Students who verbally abuse, or otherwise disrespect classmates or staff will also be subject to discipline. Insults and derogatory statements may be considered verbal abuse.
  - Cyber-bullying will not be tolerated, as it generally impacts students’ ability to feel safe and comfortable at school.
  
3. **All students have the right to receive an education which allows for maximum personal growth and prepares them to be productive members of our society.** Therefore:
  - Students have a responsibility to attend school and all classes regularly and punctually.
  - Students have a responsibility to participate to the fullest in the educational process.
  - Students have a responsibility to avoid behaviors that distract them from learning or otherwise disturb the learning environment. They **should not:**
    - Violate the school dress guidelines.
    - Wear hats or carry other items that may distract them or those around them.
    - Use electronic devices such as cell phones, cameras, or iPods unless for instructional purposes. ***Text messaging, cell phone use, and taking of photos or videos without express permission is forbidden during school hours. Cell phones must be turned off (not on silent mode) and secured in lockers during the***

***school day or they will be confiscated and held in the main office until dismissal.***

- Use rollerblades or skateboards while on campus.
- Cheat or be otherwise dishonest with school personnel.
- Gamble or sell items for personal profit.
- Use or possess tobacco, drugs, or alcohol.
- Possess any item that may be considered a weapon.

## **STUDENT DISCIPLINE**

It is the Briarcliff Manor Union Free School District's belief that each student should be treated as a person who can reasonably be expected to be responsible for his/her own behavior. The school administration will assist each student in this program of personal responsibility with sensible rules of conduct that focus on safety and respect for the rights and property of others. These behavioral expectations will be consistently applied in the classrooms and throughout the school. Students who cannot accept this responsibility and violate school rules will be required to accept penalties and more regulated supervision. Parents are notified via e-mail or phone call when their child has been referred to the office for school discipline.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is viewed as fair and impartial by the student. Therefore, before seeking outside assistance, teachers will first use all their resources to create a change of behavior in the classroom. When the teacher has made every effort to bring about positive behavioral change and has been unsuccessful, the student will be referred to the administration. Once done, the administration assumes the role of deciding what further action will be taken.

Student discipline must be developmentally appropriate, and particularly in middle grades, used as an opportunity for students to learn about making good choices. For this reason, a discipline referral plan has been put in place to promote intelligent behavior. It allows for numerous opportunities for students to change behaviors and achieve success. This plan, *Steps to Intelligent Behavior*, considers both minor and major infractions.

Minor infractions include behaviors that teachers can address directly, such as lateness to class, calling out or off task behaviors. However, students who repeatedly disrupt the learning environment despite teachers' interventions will be subject to progressive discipline. Major infractions include any behaviors that threaten the health, safety, or well-being of others, and must be reported to the main office immediately. Please review our district Code of Conduct for more detailed information.

## **DRESS GUIDELINES**

Students and parents must recognize that clothing should reflect and be appropriate for the time and place. Students' attire should be safe and appropriate for school and should not disrupt or interfere with the educational process. Pants and skirts should be worn at the waist.

Extremely short, revealing, or see-through garments are not appropriate. There should be no visible undergarments and midriffs should be covered. Shorts and skirts should be at least finger length. Students should always wear safe footwear. Students' clothing shall not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability. Students' clothing shall not promote, endorse, threaten, or encourage illegal or violent activity.

If a student appears inappropriately dressed, they will be asked to remedy the situation by getting another item of clothing from a locker or calling home for a change of clothes.

In addition, we ask that students and families be sensitive to others regarding "souvenir" shirts that are sometimes given as party favors at private events. In the past, students who attended an event over the weekend tended to wear souvenir shirts to school on Monday, highlighting those who were included. At an age where peer acceptance and group membership are key issues for children, the shirts are a visual reminder for students feeling excluded. While we do not want to dampen any family's plans for a happy event, we ask that students do not wear souvenir shirts to school immediately following an event. When parents enforce this, and talk to their children about it, they model and reinforce an important message and support our efforts to build community in our school.

### **CHEATING AND STUDENT INTEGRITY**

Middle school students are expected to be good citizens at all times. In short, they are expected to be students who demonstrate respect, responsibility, and integrity. No student should have an unfair advantage over others, defraud, swindle, cheat or use technology inappropriately.

Students are accountable for doing their own work unless directed otherwise by their teachers. Examples of academic dishonesty include but are not limited to copying another student's work; giving or getting answers from another student or from books, notes or other means during a quiz or test; handing in a report written entirely by another person or handing in a report written in any part by another person without citation; discussing, sharing or obtaining information on a test in any way; attempting to adjust grades or academic materials. There will be disciplinary consequences for any student who demonstrates dishonesty. Please see the Code of Conduct for more information.

### **FIGHTING AND BULLYING**

Any unwelcome, malicious, or abusive physical contact will not be tolerated. Any student who willingly engages in a physical altercation with another student will be subject to an immediate parent conference and suspension from school. Physical attacks will be considered assaults and as such will be reported to the Briarcliff Police Department pursuant to state law. In addition, rough play that may lead to injury or threatens the safety of others may be considered reckless endangerment and be subject to school discipline. In general, students are expected to be "hands off" whenever they are at school and avoid physical contact.

Bullying may take many forms. Name calling, unwelcome teasing or insults, malicious gossip, abusive language, intimidation or threatening may all be considered bullying. In all its forms, bullying exacts a serious emotional toll from its victims and will not be tolerated. Cyber-bullying may include texts, emails, or posts to social media that denigrate, threaten, or spread malicious gossip. Social media posts that occur outside the school day may be met with school discipline. ***Parents and students are encouraged to report incidents of bullying to the guidance counselor or a school administrator.*** Students who bully are subject to progressive discipline and will be referred to the guidance counselor.

### **RESPECT FOR PERSONAL PROPERTY**

Students are solely responsible for their personal property. Valuable possessions, such as personal electronics, jewelry, and large amounts of money should not be brought to school. In general, there is no reason for a student to bring more than a few dollars in cash to school. Parents are encouraged to use the pre-pay system in our lunchroom to minimize the need for students to carry money. The school cannot be held responsible for students' personal property that is brought to school and damaged, reported missing or stolen. However, students should report such incidents immediately, and they will be given assistance to help locate or recover the property.

At all times, students are encouraged to safely store personal items in closed and secured lockers. Each student is assigned a hallway locker as well as a gym locker for this purpose. To assure security, students should never share their locker combinations with classmates and make sure their lockers are closed and secured after each use.

### **RESPECT FOR SCHOOL PROPERTY**

All students are responsible for caring for all books, electronic devices, supplies, and furniture provided by the school. Students who deface property will be required to clean it or offer suitable community service in reparation. Students who damage school property or equipment will be required to pay for the damage or replace the item. In addition, students will be asked to pay for lost text and/or library books. Additional consequences, such as detention or suspension, may be incurred for intentionally defacing school property.

Students and parents sign an agreement about the use and care of school provided iPads and/or laptops. Devices are designated for educational use only and students are expected to treat them carefully to avoid breaking them. Devices should only be carried in protective cases. They should not be unprotected in book bags, where the pressure from other objects may cause it to crack. While accidents can happen, any purposeful or repeated breakage will result in a fee for repairs. Any damage or concerns should be reported. Students are expected to return devices, Apple pencils, chargers, and cases in good working order at the end of the school year.

### **CELL PHONE AND TELEPHONE ETIQUETTE**

Parents are asked **not** to call the school to give students messages except in the case of a true emergency. Students are permitted to use the phone located in the main office during lunch or



after school. In case of an emergency, a student may be permitted to leave class to make a call. Students who are ill may not call home directly to request to be picked up. ***Students MUST report to the school nurse, who will contact parents as appropriate.***

***Cell phone use is not permitted during school hours.*** We recognize the importance of being able to communicate with your child in an emergency, but we require cell phones be turned off and stored in a secured locker and/or may be collected during school hours. Please do not encourage your child to call or text you during the school day. *Cell phone use and text messaging are strictly forbidden during school hours.* Similarly, students may not use their phones to take photos or video without express permission. This is to ensure the safety and privacy of others, as well as to reduce opportunities for cyber-bullying.

## LOCKERS

Each student is assigned an individual locker for use during the school year. Students are responsible for the locker assigned and its contents. Lockers should not be switched and can only be reassigned with permission from the administration. A student's right to privacy will be respected; however, all lockers are subject to inspection and search by the building administrator.

The school can assume no responsibility for the contents of any locker. All problems with lockers must be reported to the main office. Students are encouraged to use the locker that was assigned to them to secure personal items. During physical education classes, students must leave all their belongings in a closed and secured locker.

Students may assist the school in protecting their property by:

- Never sharing lockers.
- Never revealing lock combinations.
- Keeping lockers closed and locked.
- Informing the main office if anyone is opening or using a locker that is not his or her own.
- Leaving valuable items at home (including items of sentimental value).

## LUNCHES

The school provides a quality nutritious lunch daily. Students generally have a choice of sandwiches, salads, and hot foods. Your child can supplement their lunch with a variety of snacks that are sold a la carte. Parents are encouraged to pre-pay for lunches by placing funds in your child's lunch account. Checks made out to Briarcliff Middle School may be brought directly to the cashier during lunch periods, or parents may replenish lunch accounts electronically via <https://www.myschoolbucks.com>. Inquiries regarding your child's lunch account can be e-mailed to: [bcafe@briarcliffschools.org](mailto:bcafe@briarcliffschools.org). Please see our school website's Food Services tab for menus and other information.

## GENDER NEUTRAL BATHROOMS

There are two single occupant bathrooms near the entrance to the student dining room. In compliance with DASA legislation, we provide students the opportunity to use a restroom that is safe, accessible, and does not specify gender. Students may access restrooms any time during the school day and during the after-school activity period.

## FIELD TRIPS

Middle school students may participate in field trips as part of their educational program. The objective of our field trips is to provide our students with worthwhile learning experiences that can take place only outside our classrooms. They generally provide links to curriculum and/or encourage team building. All students participating in a field trip must give written parental consent to their teacher. Permission slips will be distributed by teachers well in advance of any scheduled trip. *We ask that parents return these forms by posted due dates.*

While on a field trip, students are subject to the same rules of conduct that apply while they are in school. To provide a safe and productive learning experience for all children, the faculty and administration reserve the right to rule a student ineligible to participate in the field trip program based on conduct.

We want all our students to be able to participate in field trips. Every effort is made to minimize the cost to parents, and often the PTA supports us in reducing the overall expenses for such events. Should the cost of a field trip create a hardship, please contact the guidance counselor for confidential assistance.

## TRIP/ACTIVITY ELIGIBILITY

Considerations of trip/activity eligibility include student behaviors prior to a school event and to determine the appropriateness of student participation. It is imperative that the safety of students on field trips is assured. When student behavior prior to a trip or activity indicates the possibility of a safety concern, continued violation of the Code of Conduct, or disruption to the overall experience, a student may not be eligible to attend a field trip.

## Part IV: THE HEALTH OFFICE

The nurse is available every day during school hours. Students who feel ill during the school day must see the nurse. In case of illness or injury, a parent/guardian or emergency contact person will be notified and asked to pick up the child; *students may not leave without permission or without seeing the nurse.* In cases of prolonged illness or hospitalization, a physician's note is required before re-entry to school.

Students entering **grade 6** (or comparable age-level program) **MUST** have the following immunizations:

- Tdap booster

- 2 doses of Varicella vaccine
- 3 to 5 doses of Polio vaccine (IPV/OPV)
- 2 doses of Measles, Mumps and Rubella (MMR)
- 3 doses of Hepatitis B vaccine
- 3 doses of Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap)

Students entering **grade 7** require:

- A physical and dental form signed by a NYS physician. ONLY the NYS Health Examination Form will be accepted per NYS law.
- 1 dose of Meningococcal vaccine (unless your child had the first dose as a sixth grader; then another dose is not required until grade 12.)

Students entering **grade 8** require:

- 1 dose of Meningococcal vaccine

Students transferring from another state or country must have the physician licensed by the State of New York complete the physical forms for entry into school. Please contact our school nurse, Mrs. Jagielski at 488-8297 or [ljagielski@briarcliffschools.org](mailto:ljagielski@briarcliffschools.org) with any questions you may have.

## MEDICATION

By law, the school nurse is not permitted to administer medication without prior doctor approval. If it is necessary for a child to receive medication during the school day, the school nurse must have:

- A written order from the child's doctor with medication name, dosage, and time to be given.
- The medicine is in the original labeled container.
- Written permission to administer the medicine from the child's parent or guardian.

## MEDICAL/DENTAL EXAMINATIONS

A physical exam by your child's private doctor is required for **ALL 7<sup>th</sup>** grade students and all new entrants. The school will request a dental certificate according to the same schedule. The examinations must be signed by a duly licensed physician who is authorized to practice medicine in New York State or by a mid-level practitioner (nurse practitioner or physician's assistant) working in collaboration with the physician.

In addition, the school nurse screens 7<sup>th</sup> grade students for vision and hearing, and all female students are screened for scoliosis in grade 7. If additional testing is necessary, a referral form will be sent to the parent/guardian.

## Part V: AFTER SCHOOL

To always maintain a safe school environment, students must be under the supervision of an adult whenever they are on campus. Therefore, students should not remain at school beyond dismissal unless they are participating in a scheduled activity, such as sports, clubs or working with a teacher. After-school plans should be made in advance. A late bus is available for students working with a teacher or attending a club; it leaves our campus at approximately 3:45 p.m. and makes consolidated stops, this list can be found on the school website.

### SPORTS

Students in grades seven and eight are eligible to participate in modified sports. Tryouts are held at the start of each season. All student athletes are expected to demonstrate exemplary behavior and must sign a contract to participate. Students will be met by their coaches in designated areas by team. For further information, please see our website or contact our athletic director, Coach Drosopoulos, at [cdrosopoulos@briarcliffschools.org](mailto:cdrosopoulos@briarcliffschools.org) or at ext. 3172.

### STUDENT ACTIVITIES AND CLUBS

The after-school activity period begins at 3:00 pm. Students are encouraged to join a club or activity. A menu of club offerings will be available in late September, and a brochure outlining the choices offered will be available on our website at that time. **Only students planning to participate in clubs or other supervised activities may stay after school.** Students must be in attendance for the majority of school hours to participate in clubs and after-school activities.

### VENDING MACHINES

Vending machines are in the middle school cafeteria. They offer healthy snack choices, as well as ice cream, and juice and may be accessed after school only. Students will need cash to purchase items from vending machines.

### TRANSPORTATION

The school is responsible for the safety of students to and from school and during all school-sponsored activities. Therefore, students are expected to ride only their assigned school buses. Transportation for play dates and other events that are not school related are the responsibility of families.

School bus drivers have one of the most difficult jobs in the district. Please help us help our drivers and discuss the importance of appropriate bus decorum with your child. Bus safety rules are listed below. Students are subject to school discipline when they violate the rules and may be temporarily removed from the bus for poor behavior.

The first buses will depart from school following dismissal at 3:00 pm. The late bus departs at 3:45 pm. Any questions you may have regarding buses should be directed to the Briarcliff Bus Company; their number is 914-941-5139.

Due to traffic congestion on our campus and on Pleasantville Road, students are encouraged to ride school buses to and from school. If parents opt to drive their children to school, please note that the pick-up/drop off area is in the lower parking lot, at the base of the stairs. Cars may not enter the bus lane in front of the entrance to the school. Please follow the directions of our campus safety monitors during drop off /pick up times. Student lateness due to traffic congestion is noted as an unexcused tardy.

### **BUS SAFETY RULES**

1. Leave home early enough to walk safely to your bus stop.
2. Wait for your bus well off the roadway. Respect the property of others.
3. Enter the bus in single file and in an orderly manner.
4. Follow instructions of your driver.
5. Remain seated while the bus is moving and keep aisles clear at all times. Remain quiet and orderly. Use an "inside voice" when speaking to a seatmate; there should be no yelling or loud noises on the bus.
7. There is no eating or drinking on the bus. Help to keep your bus neat and clean.
8. Remember that school rules apply while on the bus. Do not harass, tease, or bother other students during the ride. Do not take photos or video while riding the bus.
9. Do not open bus windows without permission. When allowed to open windows, do not extend head, hands, arms, or any object out the window.
10. When leaving the bus, if you must cross, always cross in front of the bus. Walk out ten feet, look both ways and wait for driver to signal you to cross. Never attempt to return to the bus once you leave unless instructed to do so by the driver.