

BLUE MOUNTAIN MIDDLE SCHOOL



PARENT HANDBOOK 2018-2019

**Blue Mountain Middle School Student
Important Phone Numbers
2018-2019**

Principal, John Owens	257-5700-Option #6
Assistant Principal, Anecia Bell-Jefferson	257-5700-Option #5
Guidance Office	257-5700-Option #3
Guidance Fax #	257-5761
Nurse, Phyllis Moschetti, RN	257-5700-Option #2
Nurse Fax #	257-5791
Attendance	257-5700-Option #1

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I. STUDENT ARRIVAL AND DISMISSAL

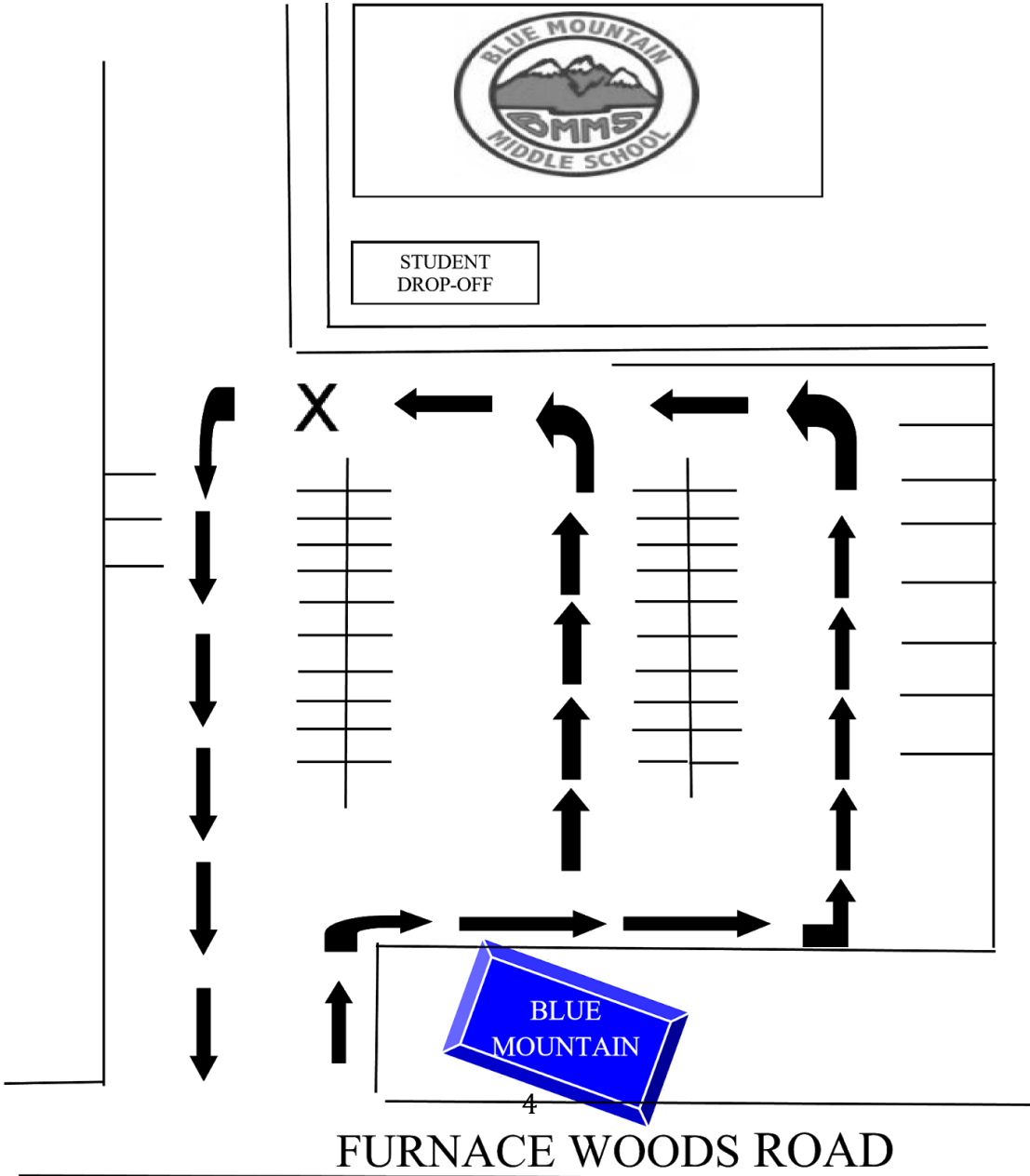
Student Arrival

District busses unload students each morning @ 7:45. Students go to their lockers and then report to homeroom.

Parent Drop-off

The Blue Mountain day begins @ 7:45. There are no provisions for student supervision before that time. Parents must drop students off between 7:45 and 7:50.

To avoid traffic issues with the busses dropping off our students, parents must make the first right into the parking lot upon entering Blue Mountain. Both lanes of the parking may be utilized. Students are to be dropped off at the "Student Drop Off" sign located near the Special Education Department's entrance to Blue Mountain. See diagram.



Late Arrivals

Students arriving after 7:55 should be dropped off in front of the Main Entrance to Blue Mountain. Students arriving late report are to report to the Main Office for attendance purposes. Multiple late arrivals will result in administration-parent contact.

Dismissal: The last class of the day ends @ 2:32. After announcements, students go to their lockers and then to their busses.

Bus Notes

Students who wish to ride a bus other than their assigned bus, or get off at a bus-stop other than the one assigned to them must bring in a note from a parent. Students will give the note to their homeroom teacher during homeroom. Students will pick up a bus pass in the main office when the building is dismissed. The bus pass is then given to the driver of the bus the student is taking home.

Parent Pick-up

Parents wishing to pick their children up from school at the normal dismissal time must enter the building and meet their child in the main office. For safety and security reasons, students will not be allowed to meet their parents in the parking lot. Students will not be called out of class early so that parents may "beat the busses."

II. SCHEDULES

1-9

MOD 1	7:50 - 8:34
MOD 2	8:36 - 9:16
MOD 3	9:18 - 9:58

GRADE 7	GRADE 6	GRADE 8
MOD 4 10:00 - 10:40	LUNCH-MOD 4 10:00 - 10:40	MOD 4 10:00- 10:40
MOD 5 10:42 - 11:22	MOD 5 10:42 - 11:22	LUNCH-MOD 5 10:42 - 11:22
LUNCH MOD 6 11:24 - 12:04	MOD 6 11:24 - 12:04	MOD 6 11:24 - 12:04

MOD 7	12:06 - 12:46
MOD 8	12:48 - 1:28
MOD 9	1:30 - 2:10
W.I.N.	2:14 - 2:35
EXTRA CURRICULAR	2:35 - 3:45

9-1

MOD 9	7:50 - 8:34
MOD 8	8:36 - 9:16
MOD 7	9:18 - 9:58

GRADE 7	GRADE 6	GRADE 8
LUNCH MOD 6 10:00 - 10:40	MOD 6 10:00 - 10:40	MOD 6 10:00 - 10:40
MOD 5 10:42 - 11:22	MOD 5 10:42 - 11:22	LUNCH-MOD 5 10:42 - 11:22
MOD 4 11:24 - 12:04	LUNCH-MOD 4 11:24 - 12:04	MOD 4 11:24 - 12:04

MOD 3	12:06 - 12:46
MOD 2	12:48 - 1:28
MOD 1	1:30 - 2:10
W.I.N.	2:14 - 2:35
EXTRA CURRICULAR	2:35 - 3:45

Sample Student Schedule

MOD	TIME	SUBJECT	TEACHER	ROOM	A or B Day
1	7:50 - 8:34	Math 6			AB
2	8:36 - 9:16	Science 6			AB
3	9:18 - 9:58	Unified Arts/Band/PhysEd			A and/or B
4	10:00 - 10:40	Lunch			A and/or B
5	10:42 - 11:22	Tiered Instruction			AB
6	11:24 - 12:04	Chorus/Band/Orch/Supp/AIS/ Learning Ctr			A and/or B
7	12:06 - 12:46	PhysEd/Orch/Chorus/Unified Arts			A and/or B
8	12:48 - 1:28	English 6			AB
9	1:30 - 2:10	Social Studies 6			AB
W.I.N.	2:14 - 2:35	What I Need			AB

Homeroom

Upon arrival at Blue Mountain, students go directly to their lockers, secure coats, backpacks and electronic devices and gather student supplies for morning classes. Students then proceed directly to their first class.

Lunch

Students eat with members of their grade. The lunch module is the same 40 minute length as the other modules of the day. In the beginning of the year students are given an opportunity to decide where they will sit in the cafeteria. Faculty lunch supervisors in conjunction with the grade level school counselor monitor the process to ensure that every student has a place to sit. Once settled, students will sit the same seat. This is done to avoid a daily, mad rush and conflict over ever-changing seating choices. School counselors and faculty lunch supervisors will oversee seating changes if necessary throughout the year, and may change seat assignments to address behavioral issues.

Students use their *Student Identification Number* to charge lunches. Memorizing that number (the same one from elementary school) keeps the lunch lines moving at an acceptable rate.

Parents can monitor lunch account balances via, [myschoolbucks.com](https://www.myschoolbucks.com) <https://www.myschoolbucks.com>. Students will **not** be deprived of food if the account has no balance. They will however be restricted to a limited menu.

An application for the 2017- 2018 Free and Reduced Price School Meals is available on the school website <http://www.henhudschools.org>. Go to Offices, then Food Services and look for the PDF named “2017-2018 Free and Reduce Application.”

Recess

After eating, students may remain in the cafeteria area and talk with friends, play PingPong, pool, air hockey, or foosball in the upper commons area or play outside and/or in the gym depending upon the season.

Supplement module provides students with an opportunity during the school day to catch up, maintain, or get ahead on school or homework, see teachers to seek assistance, or prepare for or complete assessments. Supplement takes place every day, either right before or after lunch depending upon grade level. Students are expected to complete assignments, study or seek help from their teachers during this time. Students may not choose to socialize rather than perform academic related activities. Students who receive Academic Intervention Services, some Special Education services such as Resource Room, or who take music and art electives may have a supplement or Content Support class every other day, or not at all.

Academic Intervention Service

Academic intervention service in the Hendrick Hudson Schools includes differentiated, supplemental instruction to assist students in meeting the New York State learning standards. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. These services are provided by certified teachers within the core program and/or in supplemental programs.

Academic intervention services are made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law. They shall not include services provided to students with limited English proficiency or special education services and programs as defined in Education Law section 4401(1) and (2).

Tiered Instruction (6th grade only)

Tiered instruction provides an additional module of English Language Arts and Math instruction every other day for 6th graders only. In 7th and 8th grades the majority of students begin the study of a language other than English during this module.

Placement in Tiered Instruction groups is determined by students' academic progress and state assessment results and where students who require Academic Intervention receive that service. Tiered Instruction activities therefore range from remediation to enhancement.

III. COURSE DESCRIPTIONS

i. ENGLISH - 6th Grade

Student centered/ developmentally appropriate

Integrated Co-Teach

Reader/ Writer Workshop

Literature circles/ book talks

Individual, small and large group instruction

Mini-lessons

Shared reading, read aloud, chorale reading

Our focus:

To teach/instill in students a sense and the importance of personal responsibility

To foster a love of reading and writing

To write for a variety of purposes (inform, compare, analyze, reflect)

To foster and improve listening and speaking skills

To nurture independent thinkers/develop overall literacy

To integrate grammar, spelling and mechanics into our writing lessons

To analyze literature in a variety of texts and genres

To identify and explain the use of literary devices in a variety of texts

7th Grade English & Support

Grade 7 English emphasizes and integrates all areas of language arts. Throughout the course, students are exposed to a wide array of written works, both fiction and non-fiction. Classic and contemporary texts are explored in a variety of genres, and reading, writing, and oral communication are experienced as interrelated and interactive processes. Students are required to infer, make connections, and generate unique conclusions based on individual and collaborative explorations, and are asked to demonstrate creativity through enriching exercises and interactive lessons. Independent

reading is also emphasized as a worthwhile, valuable skill. The goal of the course is to aid students in addressing key standards, but also allow them to think independently and creatively, and compel them to hone the reading, writing, listening, and speaking skills that will help them become lifelong learners and thinkers.

ELA Support class is designed to reinforce reading, writing, studying, and student skills. Throughout the year, time is spent focusing on specific skills, concepts, and assignments. Students are exposed to both fiction and nonfiction writing pieces that connect to various subjects and explore strategies that will help them better understand and analyze texts. In ELA Support, the goal is to strengthen skills that will help students become more proficient readers, writers, and thinkers across all facets of learning.

8th Grade English & Support

In English 8, students work on becoming thoughtful, reflective and insightful readers, writers and thinkers by experiencing a range of fiction and nonfiction texts. There are whole-class readings of novels, plays, short stories and poetry. Students also self-select novels throughout the year. Nonfiction reading includes news articles and opinion pieces. Specific skills that are emphasized include Identifying and proving a text's central idea, discerning a writer's purpose, exploring writer's craft, and deconstructing a text's organizational structure. Students write literary and argument essays and complete two research projects.

ELA Support class is designed to reinforce reading, writing and research skills. Throughout the year, time is spent focusing on specific skills, concepts, and assignments. Students are exposed to both fiction and non-fiction writing and explore strategies that will help them better understand and analyze texts. In ELA Support, the goal is to strengthen skills that will help students become more proficient readers, writers, and thinkers across all facets of learning.

ii. MATH

- **6th Grade Mathematics** is a course that focuses on building upon the skills that students possess in order to become critical thinkers, more efficient problem solvers and strong mathematicians. Sixth grade math follows the Common Core curriculum and the five Domains contained within:

Number Systems
Ratios and Proportions
Expressions and Equations
Geometry
Statistics and Probability

We will study the first four domains in preparation for the NYS Common Core Math tests. Statistics and Probability is a posttest domain and we will study these units after the state test.

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

This course is aimed at developing student proficiency encompassing the basic fundamentals of understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically, and becoming problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra geometry, measurement, and statistics and probability. Students will understand mathematics and increase their critical thinking skills by communicating and reasoning mathematically, by applying mathematics in real world settings. The NYS Grade 7 Common Core Standards outline what students should know and be able to do in mathematics

(<http://www.corestandards.org/Math/Content/7/introduction/>)

Major Text: Glencoe Math Built to the Common Core

- **7th Grade Math Honors** program draws on students' prior knowledge, relates math to their everyday lives, and extends concepts toward more advanced mathematical thinking. The Honors Math course is designed to prepare students for high school level algebra in the eighth grade and is aligned to the Common Core State Standards. This course is "compacted" which means to compress content from both 7th and 8th grade, which requires a faster pace to complete.

7th Grade Math Honors is aligned with the Common Core State Standards with the focus of instructional time spent in four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Math 7 Honors has a strong focus on Algebra concepts.

This course is aimed at developing student proficiency encompassing the basic fundamentals of understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically, and becoming problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra geometry, measurement, and statistics and probability. Students will understand mathematics and increase their critical thinking skills by communicating and reasoning mathematically, by applying mathematics in real world settings. The NYS Grade 7 Common Core Standards outline what students should know and be able to do in mathematics

(<http://www.corestandards.org/Math/Content/7/introduction/>)

Major Text: Glencoe Math Accelerated, A Pre-Algebra Program.

- **8th Grade Math** Common Core class requires students to persevere as try to make sense of structure and reasoning, both abstract and quantitative. They are asked to model with mathematics, using tools and strategy to construct viable arguments. Students use mathematical precision as they look for regularity in repeated reasoning. They apply the tools they have learned to critique the reasoning of others.

Instruction focuses on three critical areas of learning: (1) modeling and solving algebraic expressions and equations, (2) function terminology and the application of functions to describe quantitative relationships, and (3) analysis of two and three-dimensional space and figures in terms of distance, angles, similarity, and congruence. In addition, students gain an understanding of the Pythagorean Theorem and its applications.

A variety of problems are solved using linear equations and systems of linear equations. Students are expected to recognize the special case of a linear equation representing a proportion ($y = mx$). Students apply the algebraic procedures necessary to solve linear equations in one variable. Equation

solving extends to examining the solution for two linear equations in two variables.

Students learn that functions describe situations where one quantity determines another, and use functions to model relationships between quantities. They learn these relationships can be represented in different ways (words, equations, graphs and tables). They define, evaluate, and compare functions, and learn that a function is a mathematical rule that assigns to each input exactly one output.

The concept of congruence and how it relates to rigid transformations (translations, rotations, and reflections) is examined in detail. Students also perform dilations, and examine similarity as it applies to this non-rigid transformation.

The Pythagorean Theorem and its converse are applied to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Understanding extends into real-world volume problems involving cones, cylinders, and spheres.

- **Algebra 1** course will cover all topics in the NYSED Algebra 1 Common Core Curriculum.

Algebra 1 is primarily a study of functions and polynomial operations. Students will be able to identify what makes a relation a function, use function notation, and manipulate functions using polynomial operations. The course will emphasize quadratic functions and linear functions in considerable depth but will also include piecewise linear, absolute value, exponential, square root, and cubic functions. Functions will be used to both model situations and solve problems commonly found in real-world scenarios. Problems with both rational and irrational solutions are included.

The course also includes analysis of both univariate and bivariate data. The analysis will include regressions, correlation coefficients, relative frequencies, quartiles, interquartile range, mean, median, and standard deviation.

iii. SCIENCE

6th Grade

The science curriculum in sixth grade emphasizes a hands-on, problem solving approach utilizing controlled studies, experiments, investigations, group work and research. Some of the possible topics included in the curriculum are:

Introduction to Experimentation/Graphing in Science

Metric Measurement as it is used in scientific measurement

Physical and Chemical Characteristics of Water

Matter: Introduction to Chemistry

Astronomy and Motion

Geology: Rock Cycle and Rock Identification, includes volcanoes and earthquakes.

Homework will be given several times a week. Teachers may ask or encourage students to do final copies of controlled studies, group activities, and experiments in either pen or word processed. Final copies of experiments and collected homework are graded on scientific content, presentation, concept understanding, format, English and timelines.

Final quarter grades are based on quizzes, tests, homework, group work, experiments, and other assessment tasks.

7th Grade

Seventh grade science is the first year in a two-year NYS Regents course called Living Environment. The course will be completed in the eighth grade. At the end of two years of study, you will take a NYS Regents Living Environment Exam. This test grade is factored into your child's GPA.

The Regents curriculum taught in the seventh grade includes: cells, tissues, organs, and organ systems; human body systems and how they interact; living organisms and their systems including flowers, roots, stems, leaves; photosynthesis and respiration; bacteria, viruses and one-celled organisms; living and nonliving factors that affect organisms in ecosystems; food chains, food webs, and food pyramids; and classification of plants and animals. During the course of study the children learn to use the microscope, develop and interpret data tables, construct and interpret bar and line graphs, carry out investigations, and write lab reports. Besides learning scientific concepts and key ideas, higher order thinking skills are developed, including explaining ideas in one's own words, stating the main idea, using information to solve a problem, classifying, outlining, comparing and contrasting,

predicting based on information, and supporting opinions and judgments. A seventh grade science student in Living Environment will gain first-hand knowledge and experience with many skills needed to be a successful scientist and citizen.

8th Grade

The Living Environment Core Curriculum is based on Standard 4 of the Commencement level New York State Learning Standards for Mathematics, Science, and Technology. It incorporates scientific inquiry from Standard 1, the use of information systems in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7.

Course Content: The course emphasizes an in depth understanding and application of Biological concepts and processes. Major units covered and/or reviewed include: Characteristics of Living Systems, Human Structure and Function, Genetics and Mechanism of Inheritance, Genetic Engineering, Evolution, Reproduction and Development, Disease and Homeostasis, Interdependence, Biotic and Abiotic Interactions, and Technology and the Environment.

Lab Requirements: The course culminates with a Regents exam in June. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. There are four NYS required labs that are assessed on Part D of the Regents Exam.

Credit Requirements: The grade received in this course and on the Regents exam will be included on the student's high school transcript. A grade of at least 65 on the exam is required for Regents credit. A passing grade of 65 or above in the course earns in 1 credit toward the HHHS and NY State graduation requirements for science. The Regents exam is the final exam for this course.

iv. SOCIAL STUDIES

6th Grade

In the sixth grade social studies program students will use a variety of intellectual skills to demonstrate their understanding of major ideas, themes,

developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. Our units of study include: geography, beginnings of human society, ancient civilizations (Fertile Crescent, Egypt, India, China, Greece and Rome), the Middle Ages, Renaissance and Reformation. Throughout the year, there will be a focus on the meaning of culture and citizenship education. Other areas of instruction will include current events, research, and DBQ writing. Six grade students will take part in special events and curriculum related trips. Homework is usually given on a daily basis. Long term assignments and projects are also assigned. Quarter grades are determined by class work, homework, quiz and test grades, project grades, and contributions made in class.

7th Grade

The 7th Grade American History course covers the United States' development from the Revolutionary War through the Civil War and Reconstruction. Students will have varied instruction, including lecture, self-discovery, research, projects, cooperative and independent assignments, tests, and various types of media. As a department we also emphasize reading comprehension strategies, note taking methods, study skills, critical thinking skills, and expository research and writing.

Listed below are the units that we will study in this course:

Roots of the American People
Europe Looks Outward
Colonies Take Root
The Road to the Revolution
American Revolution
Creating the Constitution
Launching a New Nation
The Era of Thomas Jefferson
North & South take Different Paths
Westward Expansion
Nation Divided
Civil War & Reconstruction

Text: American: History of Our Nation Pearson/Prentice Hall

8th Grade

The 8th Grade continues the chronological study of U.S. History from the Civil War/ Reconstruction through the modern day. Students investigate the

political, social, geographic, historic, and economic development of the United States in the late 19th and 20th centuries. Instruction in skills essential to success in Social Studies (e.g., reading primary and secondary texts, writing, note-taking, researching, speaking) will be continued. Primary sources are emphasized. Instruction is provided in writing evidence-based claims, and document-based essays. There is a final exam worth 10% of students' grades at the end of the course.

v. WORLD LANGUAGES DEPARTMENT

Spanish 7

In this class students will learn vocabulary, grammar and cultural information, with an emphasis on communicating in Spanish in a variety of contexts. Students shall attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will develop cross-cultural skills and understandings by learning about Hispanic cultures and becoming familiar with Spanish-speaking countries around the world.

Upon successful completion of Spanish 7 and 8, students will receive 1 high school credit required for high school graduation.

French 7

In this class students will learn vocabulary, grammar and cultural information, with an emphasis on communicating in French in a variety of contexts. Students shall attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will develop cross-cultural skills and understandings by learning about the French culture and becoming familiar with other francophone countries around the world.

Upon successful completion of French 7 and 8, students will receive 1 high school credit required for high school graduation.

Italian 7

In this class students will learn vocabulary, grammar and cultural information, with an emphasis on communicating in Italian in a variety of contexts. Students shall attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will develop cross-cultural skills and understandings by learning about Italy and Italian culture.

Upon successful completion of Italian 7 and 8, students will receive 1 high school credit required for high school graduation.

Spanish 8

Students will continue to learn vocabulary, grammar and cultural information, with an emphasis on communicating in a variety of contexts. Students are expected to attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will continue to develop cross-cultural skills and understandings by learning about Hispanic cultures and becoming familiar with Spanish-speaking countries around the world.

Upon successful completion of Spanish 7 and 8, students will receive 1 high school credit required for high school graduation.

French 8

Students will continue to learn vocabulary, grammar and cultural information, with an emphasis on communicating in a variety of contexts. Students are expected to attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will also continue to develop cross-cultural skills

and understandings by learning about France, its geography and culture. Upon successful completion of French 7 and 8, students will receive 1 high school credit required for high school graduation.

Italian 8

Students will continue to learn vocabulary, grammar and cultural information, with an emphasis on communicating in a variety of contexts.

Students are expected to attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Standards for Languages Other Than English (LOTE). Students will continue to develop cross-cultural skills and understandings by learning about Italy and Italian culture.

Upon successful completion of Italian 7 and 8, students will receive 1 high school credit required for high school graduation.

vi. MUSIC

Band 6

Students will develop an understanding of the elements of music, learn to listen to and analyze various styles of music, and develop an appreciation for world cultures through performance in band. Activities will include elementary level skill building on each individual's instrument through small group lessons, rhythmic and singing activities, and group awareness and focus activities. All four NYS Music Learning Standards will be addressed in this course. The sixth grade band will perform in concert in January and June.

Band 7

Students will develop an understanding of the elements of music, learn to listen to and analyze various styles of music, and develop an appreciation for world cultures through performance in band. Activities will include intermediate level skill building on each individual's instrument through small group lessons, rhythmic, singing, and improvisation activities, and group awareness and focus activities. All four NYS Music Learning Standards will be addressed in this course. They will perform in December and May, and will march in the Memorial Day parade.

Band 8

Students will develop an understanding of the elements of music, learn to listen to and analyze various styles of music, and develop an appreciation for world cultures through performance in band. Activities will include intermediate level skill building on each individual's instrument through small group lessons, rhythmic, singing, and chamber music activities, and group awareness and focus activities. All four NYS Music Learning Standards will be addressed in this course. They will perform in December, March, and May, and will participate in the Memorial Day parade.

Orchestra 6

Students will develop an understanding of the elements of music, learn to listen to and analyze various styles of music, and develop an appreciation for world cultures through performance in orchestra. Activities will include elementary level skill building on each individual's instrument through small group lessons, rhythmic and singing activities, and group awareness and focus activities. All four NYS Music Learning Standards will be addressed in this course. The sixth grade orchestra will perform in concert in January and June.

Orchestra 7 & 8

Students will develop an understanding of the elements of music, learn to listen to and analyze various styles of music, and develop an appreciation for world cultures through performance in orchestra. Activities will include intermediate level skill building on each individual's instrument through small group lessons, rhythmic and singing activities, and group awareness and focus activities. All four NYS Music Learning Standards will be addressed in this course. The combined orchestras will perform in concert in December and May.

General Music 6, 7 and 8

Students will explore the elements of music through performance on world percussion, guitar and keyboards, and will develop their proficiency over their three years at BMMS. Music of various cultures, historical periods, and popular styles will be explored. Students will contribute musical examples to be discussed by the class. They will also develop the ability to listen, to respect others, to lead and follow, and understand and demonstrate the value of cooperative teamwork.

vii. PHYSICAL EDUCATION

Philosophy

The Hendrick Hudson School District middle school physical education program focuses on meeting the individual needs of the student. It is structured to provide each child with an opportunity to develop social and physical skills along with an understanding of a variety of physical activities. By exposing children to many different physical activities and experiences, students learn to develop the capacity to analyze their own physical, emotional, intellectual and social well-being. This exposure allows each student to take appropriate measures to maintain a balance that will lead to a productive, happy, and healthy life. The middle school physical education program aims to create an enjoyment of physical activity that extends outside the school setting.

Goals

Analyze and improve 6-8 Physical Education curriculum, instruction, evaluation and facility usage.

Improve the cardiovascular fitness and awareness of all students.

Concentrate on improving each individual's self-image through successful participation in class, intramural or interscholastic activities.

Convince each student of the value of personal fitness and establishing a healthy lifestyle.

Students participate in individual and team sports. Students experience the different roles of being part of a team while playing football, soccer, basketball, and volleyball. We also include exposure to a number of individual activities such as hiking, golf, and archery. Students will learn the skills needed to continue their pursuit of a healthy lifestyle.

During each unit the basic skills of the sport are explained, demonstrated and practiced. A lead up game, **game** situation, or a culminating activity is used to complete the unit. Team concepts and sportsmanship are stressed in all activities on a daily basis. Some of the concepts are community, sharing duties and equipment, substitution when necessary, and positive reinforcement to teammates.

Physical fitness is a daily part of our curriculum. We vary the stretching and conditioning exercises to complement the specific unit we are teaching. At varied times during the year we will spend a whole class just on fitness activities. During these times we stress cardiovascular fitness.

Participation

Middle school students participate in physical education for forty minutes twice a week all year.

viii. HEALTH EDUCATION

General Health Curriculum Overview

The health curriculum at BMMS is designed to guide students through a progressive, three-segment sequence in health education. Students will receive health class every day for one marking period. Six content areas will be discussed throughout the curriculum. The learning process begins in grade 6, with an introduction to health education. Students in grade 6 will receive a foundation of basic health information and relevant skills for the six content areas. Students will expand their knowledge and reinforce their skills in these content areas during the second segment of the curriculum. In grade 7, the students will build on their existing knowledge of the six content areas by discovering new facets of each topic. The curriculum continues into grade 8, where students will be presented with the third cluster of topics related to each of the content areas. The grade 8 health education course will reinforce previous information learned while exploring new aspects of each content area.

Students in all grades will experience creative methods of learning to increase knowledge retention and promote interest in content areas. All students will apply their creative writing skills through the process of daily journal writing. Students are not required to share their journal responses, but will have the opportunity to share if they desire. Students will also have the opportunity to apply relevant mathematical computations in various areas including caloric conversions, blood alcohol concentrations, and estimating potential costs of using harmful substances. Class activities will include: audio and visual demonstrations, simulation activity labs, cooperative group activities, individual reflections, expressive role-play scenarios, and open class discussions. Students will also have the opportunity to ask sensitive questions anonymously through the use of the class discussion box.

6th Grade

The 6th grade health course is designed to provide students with an introduction to health education in the 6 different content areas. Students

will experience learning through a variety of strategies presented in the class. These include but are not limited to: hands on experiences, role-plays and skits, audio, visual, and kinesthetic learning sessions and creative writing in their journals. The 6th grade health education course will provide students with the basic information and applicable skills for the topics listed below:

The 6th Grade Health Content Areas:

The 3 Components of Health and Wellness

Personal & Consumer Health (grade 6)

Alcohol Education

Tobacco Education

Drug Education - OTC, Rx, Illegal

Family Health and Planning

7th Grade

The 7th grade health course is the second portion of the BMMS health curriculum. In grade 7, the students will build on their existing knowledge of the content areas by discovering new facets of each topic. They will review the prior information learned in each content area to help guide them into the new areas of focus. Students will continue to take part in new learning experiences through simulated activity labs, creative writing sessions in their health journal, and real-life role play scenarios in the content areas below:

The 7th Grade Health Content Areas:

The 3 Components of Health and Wellness

Alcohol Education

Tobacco Education

Drug Education - OTC, Rx, Illegal

Family Health and Planning

8th Grade

The BMMS health curriculum continues into grade 8, where students will be presented with the third cluster of topics related to each of the content areas. The grade 8 health education course will reinforce previous information learned while exploring new aspects of each content area. Students in grade 8 will continue to develop their personal health journals and participate in new simulation activities to personalize the information learned. An example of an 8th grade simulation activity is “Foggles” the renowned alcohol lab that simulates the effects of intoxication and impairment caused by alcohol

consumption. Students will continue to learn and build upon resistance skills in real life scenarios for the content areas listed below:

The 8th Grade Health Content Areas:

The 3 Components of Health and Wellness

Alcohol Education

Tobacco Education

Drug Education - OTC, Rx, Illegal

Family Health and Planning

ix. UNIFIED ARTS

HOME AND CAREER SKILLS

Home and Career Skills is a New York State mandate course taught in grades 6th, 7th and 8th grades in the discipline of Family and Consumer Sciences. 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 Level Learning Standards in Career Development and Occupational Studies. The Home and Career Skills course affords students multiple opportunities to read, write, and compute in the context of real-world situations that are relevant to early adolescents. It is a course designed to prepare students to meet their present and future responsibilities as family and community members, consumers, home managers, and wage earners. The goal is to educate students to think constructively, make sound decisions, solve problems, and manage resources. 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, personal environment management.

The Home and Career Skills course is to be taught using a hands-on experiential approach. Learning occurs in the context of real-life situations. The course be delivered in a laboratory setting and involves hands-on instruction. The use of real-life relevant tasks, laboratories, and simulations, and an integral part of the course as is the use of research, class discussions, and group activities. Students are expected to be actively involved in learning

in a participatory, supportive environment and to have the opportunity to practice and to develop the process skills as related to the content topics.

ART

Visual Art (Grade 6-8)

The visual art curriculum focuses on developing the students' understanding of the principles and elements of art and design. Students utilize two dimensional, three dimensional and digital art making techniques to produce works of art that explore new ways to communicate through visual media and examine the connections between art and other disciplines. Students are given the opportunity to explore various creative mediums while developing an appreciation for the arts. The creative process is emphasized during all project work. This process utilized problem solving and critical thinking which can be applied outside of the art room.

8th Grade Accelerated Art Studio

This elective course is available to 8th grade students through an application process which takes place during the spring of 7th grade. The course is designed to develop students' skills and expand their understanding and appreciation for the visual arts. Through an intensive semester-long (half-year) course, students who are seriously interested in the visual arts will have the chance to study more advanced concepts and techniques, exploring a range of different two-dimensional and three-dimensional media relating to a broad range of topics.

Prior to the completion of the 8th Grade Accelerated Art Studio course there will be a cumulative art show where students' artwork will be displayed to the community.

Because this is a high school-level course, students who participate in the program will receive ½ high school art credit upon successful completion of the class. They are then expected to take the second half of Studio Art the following year in 9th grade. We have structured the program this way in order to open up more opportunities for art electives throughout the course of the student's high school academic career, thus they will choose from several art electives for the second half of their 9th grade year.

Art Elective

The middle school art elective program is comprised of project-oriented courses that explore individual topics or genres of the visual art in greater

depth. The scope of each art elective course curriculum is more specialized to allow students the opportunity to develop mastery in the specific skills associated with the subject matter. This contrasts the scope of the general studio art curriculum which is much broader to expose students to a wider range of experiences, and introduces them to a variety of forms of personal self-expression through art. Art Electives are offered during supplement mods and meet for one semester every other day. Offerings may include: Computer Graphics, Digital Photography, Three Dimensional Design, and Printmaking/Collage.

DIGITAL LITERACY

This course is designed to further the students' understanding of computer technology and develop basic proficiencies in applying computer skills within the educational setting. Students are shown how these skills can be applied to other aspects of their lives.

Students will learn about information literacy, word-processing, digital presentations, email and multi-media applications via Google Apps. Following the district technology objectives, students will also learn about internet safety, cyberbullying and social, legal and ethical issues related to use of technology, including acceptable use and copyright. Students also develop personal ePortfolios using Google Sites.

Students are introduced to discipline-based vocabulary related to hardware, software and applications. This terminology will be applied and reinforced throughout the quarter. Students will also learn the basics of keyboarding, which will include the correct use of the keyboard and will have the opportunity to practice on a daily basis.

TECHNOLOGY

6th Grade - "THE DESIGN PROCESS"

Using hands on and project based experiences, each student will learn and apply the steps of the "Design Process" to complete assigned projects. Each student shall be required to demonstrate their ability to measure accurately to a 1/16th of an inch in the development of various projects. The project based experience; may include some or all of these projects: Balloon Car, Egg Drop container, Glider and Key Chain Design. Students will also gain experience using Inventor software which is a computer aided design program that engineers use to invent and innovate products. The Classwork

is guided by the Project Lead the Way Curriculum called Gateway to Technology

7th Grade - “ENERGY RESEARCH & AEROSPACE”

Modeled after the “ Project Lead the Way “ Energy and Flight and Space Modules the course involves “ Research for understanding “ in which each student studies one of the 7 forms of “ Energy Production “ discussed throughout course. Each student is required to complete approximately 10 hours of research to gain an understanding of the actual processes of the production of “Electrical Energy “. Each day, all students participate in a 10 minute round table discussion to share gained knowledge. Current events relevant to “Energy Technology” are discussed weekly. In addition students will learn about Flight and Space during that module. They will learn about Newton’s Laws of Motion and how those 3 laws govern all movement on earth. Students will learn about rockets and then build their own and launch it. Students will also build on their skills from 6th grade by continuing to design on the Inventor software.

8th Grade - “DESIGN AND BUILD “

Starting with the creation of a 2 Dimensional sketch of a 3 Dimensional Dragster Blank, each student shall be introduced to the “Digital Vernier Caliper “to obtain required measurements. Using the sketch as a guide, each student will be required to create an “Orthographic Projection Drawing” representing the relationship of all sides and common edges of the drawn object. Using this drawing, each student shall be introduced to the “AutodeskInventor Professional” software to create a Virtual 3 D Dragster blank replicating the actual dragster block including the extrusion and drilling of the CO 2 Cartridge hole.

Continuing with research of the principals of “Aerodynamics”, each student shall, in the “Inventor Software” create 3D Racing Dragster. From that point, each student shall print templates of each plane of the design and use those templates as guides in the “Fabrication “of their designs. The Fabrication process, using the production lab and required machinery, guided by the instructor, gives each student hands on experience using “Shop Equipment” such as the band saw, drill press, and various sanding machines. Using a spray booth, students apply their custom finishes. Upon assembly of all parts, each student shall race their designs using our latest launching system.

Students will also learn about robots and their effects on society. They will also learn to program robots to complete different tasks and to troubleshoot why they cannot accomplish a certain feat. There will also be some one day design and build activities to inspire students to think like engineers. Projects may change based on availability of material.

This course of study closely follows the “Design and Build” model as an introduction to the “Project Lead the Way, High School program”.

IV. AFTER SCHOOL ACTIVITIES

After school activities such as after school extra-help, clubs, and other activities generally take place Mondays through Thursdays. Activities do not occur on the first and third Mondays of each month due to faculty and department meetings. After school activities take place from 2:40 to 3:50. Students must have a predetermined activity in order to stay after school. Supervision is not provided for students who do not have a specific after school destination. As a result, students may not stay after to watch modified sporting events which typically do not begin until 4:00 or later.

National Junior Honor Society

Membership in the chapter is an honor bestowed upon deserving eighth grade students by the faculty and shall be based on the criteria of scholarship, service, leadership, character, and citizenship. Students who are interested in attaining this honor should be aware that the grades they receive in sixth grade are used to help determine their eligibility as candidates in seventh grade.

Eligible students become NJHS candidates during their seventh grade year. Candidates shall have a minimum cumulative grade point average of 95%. This grade point average will be calculated using all four quarters of sixth grade and the first two quarters of seventh grade. Letters notifying seventh grade students of their candidacy will be generated after second quarter has been completed.

Candidates will then need to log hours of service and complete personal statements. All candidate materials need to be handed in by the first quarter of eighth grade. The faculty council then reviews each candidate’s application and materials.

Students are then officially inducted into our chapter of the NJHS at a special ceremony during the beginning of eighth grade.

Extra Help

Teachers may stay after school to give extra help, enable students to make up missed assessments or class work, or review for an upcoming assessment. Students and/or parents should check teacher websites and in-class notification of when teachers are available after school and/or communicate with teachers to coordinate after school extra help.

Clubs

Blue Mountain offers a variety of clubs open to all grades 6th through 8th. Clubs meet after school. Club offerings vary with student interests and faculty advisor availability. Clubs provide opportunities for students to pursue hobbies or interests meet other students and faculty members with similar interests and or discover new areas of interest. Student participation in after school activities has been shown to increase student performance and enjoyment of their school experience.

Intramurals

Depending upon student interest, faculty interest, and facility availability, Blue Mountain offers after school activities such as Fitness Center workouts, volleyball and dodge ball. Building announcements are made and posted to inform students about these activities and how to sign up.

Modified Sports

For additional information on modified sports, select the *Athletics* tab on the district website, and then select *Modified* from the choices in the box on the right. Below is the “philosophy” of the modified sports program as seen on the website:

Modified Sports Philosophy

We have a wide variety of programs for students in the 7th and 8th grades between the ages of 12 to 15. A student reaching age 16 during a sport season may complete that season and must play freshman, junior varsity or varsity the next sport season. Sport activities offered are determined by existence of leagues, student interest, and relationship to the high school program and board approval. At this level the focus is on learning athletic skills and game rules, fundamentals of team play, socio-emotional growth, physiologically appropriate demands on the adolescent body and healthy competition. This program is designed to offer students the opportunity to engage in a more highly organized competitive experience than what is found in intramural or recreation programs, but not as involved as those found in varsity or junior varsity interscholastic competition. An attempt will be made to give all members meaningful contest participation over the course of a season.

Selective Classification

This is the procedure a middle school student must follow to play a sport at the high school level. The following can be found in the *Modified* section of the *Athletics* section of the district website: <http://www.henhudschools.org/>

Selective Classification is a New York State Education Department approved program. This is the program where students who are in 7th and 8th grade have the opportunity to participate on a high school level team. At Hendrick Hudson, this experience is only offered for the junior varsity and varsity level. Any interested athlete should contact the Athletic Office. The Selective Classification test is administered prior to each season. Information is made available to all interested athletes prior to the seasons. THIS PROGRAM IS ONLY INTENDED FOR THE ELITE ATHLETE.

Modified Sports Transportation

Separate sports busses are available to take student athletes home whenever practices are held. These busses are in addition to the late busses and leave Blue Mountain at approximately 4:30 pm, which is later in the afternoon than the late busses. Sports bus information is available on the district website as well as in the main office.

After School Transportation Late Busses

Late busses are available to take students home whenever there are after school activities. Late busses leave Blue Mountain at approximately 3:50. It is important to know that late busses cover larger areas of the district than the regular afternoon busses. This means students may get off at stops farther from their homes and the late bus ride may be longer. Late bus assignments and bus stop information are available on the district web site and in the main office. Parents and students should determine specific bus information (number and stop location) before the student stays after school.

After School Parent Pick-up

Parents picking up their child from an after school activity must be at Blue Mountain by 3:45 or students will be placed on the late bus as there is no additional supervision available after that time. Students may not be picked up by anyone other than a parent without prior, written permission provided to the main office secretary responsible for attendance. V.

V. PARENT INTERACTION WITH BLUE MOUNTAIN

Parent Pick-up during School Day

Whenever possible, parents should notify the school that they will be picking up their child early. This can be done via telephone @ 257-5716 or by written note. Please provide the

time of the pickup to facilitate locating your child. In order to minimize interruptions to class instruction, please make an effort to pick up students between classes when possible. Students will give written notification to their homeroom teacher during homeroom. Students will not be released to anyone other than a parent without prior, written parental consent.

Parent Access to Building

All parents as well as any other visitors to Blue Mountain are to enter the building via the main entrance only. To do so during school hours ring the doorbell located next to the far right door of the main entrance. All parents, regardless of the purpose of their visit, must then enter the main office to receive a visitor's pass and or be directed to their destination.

Parent-Student Communication during the School Day

If a parent needs to communicate with a child during the school day, the parent should call the Main Office. Blue Mountain will communicate parent messages to students at the end of class. A child's school counselor, social worker or administrator will be notified to supply student support if a parent needs a student be pulled from class to speak with in an emergency situation. Parents are asked not to call or text their children directly.

Students may call parents during the school day from guidance or main office telephones.

Students must obtain permission from an adult to use these phones

Students using these phones are to leave a message so that parents understand the student called and not a faculty/staff member.

Students sign a log book to document the call.

VI. YEAR AT A GLANCE

September: Meet the Teacher Night
Scholastic Book Fair

October: Picture Day
Halloween Dance

November: Parent Teacher Conferences
NJHS Induction

December: Musical
7th & 8th Grade Band/Orchestra Concert & Accelerated Art Show
Giving Tree Collection and Trip

- January: 6th Grade Band & Orchestra Concert
 6th, 7th & 8th Grade Chorus Concert
- February:
- March: Decades Dance
 Jazz/Contemporary Orchestra/Select Choir Concert
- April: Drama Club Production
- May: Incoming Grade 6 Parent Orientation
 7th & 8th Grade Band & Orchestra Concert
 Career Day
 6th, 7th & 8th Grade Chorus Concert
 Student Government Trip
- June: 6th Grade Band & Orchestra Concert
 Barnes & Noble Night
 8th Grade Dinner Dance

VII. **LOCKERS AND LOCKS**

Each student is assigned a locker and lock at the beginning of the school year to secure school supplies, clothing and lunches. Lockers are the property of the school district and district employees maintain access to lockers through the use of school supplied locks. Students therefore may **not** use their own locks. Students are responsible for the contents of their lockers and therefore are not to share lockers or provide friends with their lock combination.

Students are encouraged to memorize their locker combinations as soon as they are able, and avoid writing the combination in easily accessible locations such as the front of an assignment pad.

“Lost” locks must be replaced by a school lock at the cost of \$5.00. Most locks are “lost” because the student gave out the combination, left the lock open or set the lock to the last number of the combination to save time at their locker later in the day. The district is not responsible for lost or stolen items and typical middle school children sometimes have difficulty keeping track of their belongings. As a result, we ask parents to reinforce that

large sums of money, expensive jewelry, electronic devices, and objects of sentimental or other value not be brought to school. Properly locking lockers virtually eliminates the possibility of another student gaining access.

VIII. LOST AND FOUND

Larger lost and found items such as jackets and backpacks can be found in the hallway past the nurse's office. Due to the volume of such unclaimed items, after two months they are donated to *Goodwill*. Smaller items such as jewelry and eye glasses are held at the secretary's desk in the main office.

IX. ATTENDANCE

School Notification:

Parents are asked to call the main office secretary to report a student absence at 257-5716. A message may be left. Doing so eliminates the need for the school to make calls to verify a student's whereabouts.

Procedures for Homework for Absentees:

If a student is absent for less than three days, it is the student's responsibility to obtain missed assignments by contacting another member of the class, or by referring to the website. (www.henhudschools.org; click on schools, then BMMS; next Guidance (on the left toolbar); scroll to bottom of page and click on appropriate team name)

If a student is absent for three days or more, the school counselor's office will gather missed work from his or her teachers. If the student is still absent on the fourth day, the homework will be sent home. If the student returns on the fourth day, the homework missed will be available in the guidance office.

Where medical reports indicate a prolonged absence of more than three days, the student may request his homework for each week of absence.

District Attendance Policy:

Blue Mountain follows the district attendance policy which can be found in its entirety in the *Code of Conduct*, which can be found on the district website. By law, the policy cannot distinguish between legal and illegal absences. As a result, regardless of the reasons for the student's absences, parents will be notified in writing when their child reaches 5, and then again at 10 absences. At 15 absences, the parent will be asked to meet with an administrator and school counselor to ensure that all stakeholders understand the nature

of the absences and or review the educational and legal ramifications of student absences from school.

X. HOMEWORK

Blue Mountain Middle School: Homework Beliefs, Understandings and Practice Blue Mountain believes that regular homework assignments are necessary and important to:

Practice methods and skills introduced to students in school

Review and retain skills and material necessary for students to achieve their best

Foster the practice of completing schoolwork outside of the classroom

Blue Mountain as well as Blue Mountain parents and students should understand that:

Students are enrolled in as many as 8 classes a day

Students may receive nightly homework in most classes

Students spend 7 hours a day in school

Students are involved in after school activities

Students also need time to eat, play, relax, read and receive enough rest each night

Homework Practices:

Homework assignments are posted in classrooms and students are expected to copy them into assignment pads

Homework assignments may also be available online via Team Websites

Homework may be given each night of the week

Homework may be assigned over weekends as well as over vacations

Musicians are expected to practice their instrument 20 minutes a day, 4 days per week

Homework assignments will be monitored for completion and may be collected

Homework assignments will constitute a percentage of quarter grades

XI. LIBRARY MEDIA CENTER

Our library media center supports the information literacy needs of our students and staff. Our collection includes 20,000 books selected to support the curriculum and match the assignments that students will have during their years at Blue Mountain Middle School. In addition to our extensive book collection, students have access to an extensive web-based collection that includes *eBooks*, several *magazine databases* which give our students access to high quality, current information, and *reference* materials in the style of encyclopedias.

To assist students in locating appropriate materials, **BMMS Library OPAC**, our automated *card catalog* is available as a powerful computer database, accessible in school and at home. **BMMS Library OPAC** and our other electronic resources are accessible in school and from home through the *Library Media Center Website* found at <http://www.henhudschools.org/libraries.cfm?subpage=90613>.

Students are encouraged to read for pleasure as well as information. Paperback and hardcover fiction titles account for half of our book collection. We offer them many choices including classics, Newbery Award winners, and other highly regarded titles selected especially for middle school students. Recommended titles and authors can be viewed at <http://www.henhudschools.org/libraries.cfm?subpage=90613>.

Our library media center is staffed by a New York State certified library media specialist (MLS) on a part time basis.

XII. STUDENT BEHAVIOR

Blue Mountain Middle School follows the *Hendrick Hudson School District Code of Conduct* in spirit and in process. The *Code of Conduct* can be found on the district website. Parents and students will be asked to review the document, and may use it as a reference as needed.

Adult Approach to Student Behavior:

The faculty, staff and administration know that most students behave appropriately most of the time. On occasion, it may be necessary to remind or correct student behavior. Students are expected to accept adult input/directives and make necessary adjustments to their behavior. When students follow this process the situation is most often resolved without further consequence. The most common reason for escalation and resulting consequences is when students can't or won't follow such directives/rules.

Preferred Process:

Whenever possible, faculty, staff and administration prefer to explain to students and when necessary parents, why a behavior is unacceptable and that repeating the behavior may result in an escalated reaction. This approach works well with lower level offenses such as talking in class or with student to student tension that has taken place over a period of time. More often than not, the behaviors cease without the need for consequences.

Progressive: when consequences do come into play, they are administered in a progressive manner. This means that a first time offense will receive a more mild consequence than a repeated behavior and/or, students who demonstrate the same inappropriate behavior may receive different consequences as a result of their disciplinary histories.

Most Common Student Behaviors that Result in Consequences:

Insubordination: as stated above, the most common reason for disciplinary action is by far due to student insubordination. Not listening to an administrative directive and or ongoing lack of compliance with faculty member instructions results in more Blue Mountain disciplinary actions including suspension than anything else.

Inappropriate Physical Contact: After not listening to adults, one of the most common middle school misbehaviors revolves around students making physical contact with other students. In addition to typical backyard rough-housing, each year it seems students come up with some physical action directed toward other students that they argue is “playful.” Such behavior whether meant as “playful” or not is inappropriate and therefore not acceptable.

Other Offenses Resulting in Consequences Including Suspension:

On rare occasions middle school students receive suspensions for more serious offenses. Please understand that some of these offenses do not occur for years at a time. However, when they do take place, behaviors that would result in potential police intervention outside of school result in likely suspension when they take place within school or are connected to school. Public schools have an obligation to deal with issues that impact them even if the inappropriate behaviors take place outside of school. These offenses include but are not limited to: vandalism, theft, assault, harassment, possession or use of prohibited substances such as tobacco, drugs or alcohol, and weapon possession or use.

Prohibited Items:

Another area of concern revolves around items that students may legally possess outside of school that may result in disciplinary action if brought to and especially if used in school. Examples include but are not limited to “noxious sprays” which include items from spray deodorant to “stink bombs” and “fart spray” that could cause a disruption and or safety concern for students with respiratory issues. Bringing “joke” items that can be purchased at the local mall such as fake pens or gum packs that deliver a shock to unsuspecting classmates are not allowed in school. Because laser pointers can cause serious injury if used incorrectly, they too are not to be brought to school.

Middle School Specific Expectations:

In addition to what is provided in the district’s *Code of Conduct*, there are a number of issues that are specific to the middle school. The following is designed to pro-actively recognize these areas and clarify school expectations for our students and parents.

Backpacks/Book bags:

Students are to keep backpacks and book bags in their lockers during the school day. Students have access to their lockers upon arrival to school, before and after lunch, and at the end of the day. This is done to reduce the physical impact of hauling over-stuffed backpacks throughout the building. In addition, the halls and stair cases are safer and more manageable without the presence of hundreds of backpacks.

Student Dress:

Over the years, parents have expressed appreciation for administrative support of their parental instincts/views of what may be considered inappropriate clothing choices for a school setting. Some of your children try very hard to convince you that **everybody** wears this or that, and that you, the parents are being unreasonable. The district's Code of Conduct does a good job of outlining expectations for student dress as well as potential school reactions. The following guidelines are meant to give parents and children a more clear idea of how the Code applies to the middle school.

Shorts: Short shorts are one of the most common and consistent sources of concern, discussion and debate. Sometimes, parents may not immediately recognize that last year's shorts are too short this year. Other times, shorts/outfits appropriate for weekend barbeques/pools/picnics are not initially considered too revealing for school. Blue Mountain does not set inseam minimums or fingertip length type guidelines. If shorts are so short that students need to regularly pull them down so that they temporarily appear appropriate, they are too short. If the shorts are so short that the bottom of the student's rear end is exposed, they are too short. Please understand that your children may be torn between their genuine discomfort and their desire to fit in, but the coordinated message of school and home may make it easier to make the better clothing choices.

Exposed Undergarments: At Blue Mountain, issues with the covering of undergarments is most recently seen with female students that wear deep cut tank tops (often team jerseys/pinnies), with a sports bra underneath. We ask that students wear shirts under these types of outer garments. For boys, wearing pants that hang so low as to expose undergarments is not acceptable.

Spaghetti Straps: The district, and therefore Blue Mountain does not specifically prohibit spaghetti straps. However, the outer shirt should have straps at least as large as the straps of the undergarments and not expose excessive expanses of chests, backs and or bellies.

Electronic Devices:

Electronic devices can be used by students traveling on the bus to and from school. They may not be used or carried during school hours. Students have the responsibility to secure such items in their lockers when they arrive at school in the morning. Parents are asked to

communicate with their children via school offices and not to call, text, or communicate electronically during the school day.

Schools are different than public spaces in that there **is** an expectation of privacy when in school and at school functions. As a result, students may not use the camera, audio or video function(s) of any device on school busses, during the school day or at any school function.

Social Media:

Schools are required to react to reports of negative student interactions that take place on social media. In many cases, these negative interactions would not take place in a face to face setting. Social media communication is often more inappropriate in language, tone and level of aggression than face to face interactions, and can be viewed by a very large audience. Student use of social media is significantly more appropriate when parents regularly monitor what their children say and experience.

Water Bottles:

Students may carry water in refillable containers with them throughout the school day. This enables students to be hydrated without the negative health effects of other beverages, and contributes to efforts to be *green* by not utilizing disposable bottles. Parents may pack their child's lunch with whatever beverages (within reason) they feel appropriate.

Selling for Personal Profit:

Students may not sell items on school grounds including but not limited to gum, candy, electronic devices, clothing, footwear, jewelry or other items for personal profit.

Fundraising/Service Projects:

Blue Mountain respects and appreciates the many service and social organizations to which our students belong. However, multiple, simultaneous solicitations can be taxing, disruptive and counter-productive. As a result, students may not use school grounds to solicit for outside organizations. Blue Mountain does coordinate a variety of charitable efforts via our Student Organization and academic teams. Students are urged to participate in these efforts and initiate new efforts through the Student Organization and academic teams.

Substitute Teachers:

The vast majority of our middle school students behave very appropriately, on a regular basis with their classroom teachers. However, the students are the first to admit that their

behavior or those of their peers may deteriorate when a substitute is in the room. As parents often do, teachers and administrators consider student behavior with substitutes a reflection upon themselves. Students are expected to behave as well for substitutes as they do for their classroom teachers.

XIII. PTA

[Webpage](#)