

The ABCs

of

H.C.C.

*A User's Guide for
the
H.C. Crittenden Middle School*

"A Handbook for Success"

*by the H.C. Crittenden Middle School
Site-Based Team*

2023-2024

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Byram Hills School District

MISSION STATEMENT

The stakeholders of the Byram Hills School District have different perceptions and beliefs about how schools should serve their constituents and community. However, a few years ago, all stakeholders collaborated those differences in perception into one mission for all. The process used to create the mission statement was open and inclusive of all the district's constituents. The Byram Hills School District Mission Statement is a written statement of collaborative thoughts that outlines our entire operation and purpose. The members of the H.C. Crittenden Middle School community are committed to the mission statement.

**In an environment of mutual respect,
the Byram Hills School District and its
community**

Students, Teachers, Support Staff, Parents, Board of Education, Administrators, Coaches, Pre-School Associations, PTA, Police, Business People, Community Members, Tax Payers, Bus Drivers, and Local Government

**will provide its students with
the means, the knowledge and the opportunity
Tools, Skills, Contents, Methods, and Curriculum**

**to excel in order to become
productive and responsible
Creative, Inventive, Focused, Accountable, Trustworthy, and Reliable**

**Citizens and Leaders of the 21st Century
Culturally Sensitive, Tolerant, Global Thinker,
Problem Solver, and Independent Learner**

H.C. CRITTENDEN MIDDLE SCHOOL

Middle level education is the segment of schooling that encompasses early adolescence, the stage of life between the ages of 10 and 15. To be developmentally responsive, middle level schools are grounded in the diverse characteristics and needs of these young people. It is this concept that lies at the heart of middle level education.

The major characteristics of the “emerging adolescent” are:

- becoming aware of increased physical changes
- organizing knowledge and concepts into problem-solving strategies
- learning new social/gender roles
- developing friendships with others
- gaining a sense of independence
- developing a sense of morality and values

Early adolescence is a period of tremendous variability among youngsters of the same gender and chronological age. Dissimilar rates of growth are common in all areas of development - intellectual, physical, social, emotional, and moral. Changes occur irregularly; no two young adolescents enter puberty or progress at the same rate. It is important to recognize these areas of development as inexorably intertwined. With young adolescents, the achievement of academic success is highly dependent upon meeting specific developmental needs.

The needs of young adolescents as a group are:

- diversity (in teaching, curriculum, and scheduling)
- self-exploration and self-definition
- meaningful participation in school and community
- positive social interaction with peers and adults
- physical activity
- competence and achievement
- structure and clear limits

The H.C. Crittenden Middle School focuses firmly on the nature and needs of the developing adolescent. The H.C. Crittenden Middle School staff has a clear understanding of the nature and needs of our students, and an irrevocable commitment to meeting those needs in our school setting. The H.C. Crittenden Middle School is uniquely planned, staffed, and operated to provide a program that is truly focused on the rapidly moving and changing learners in transition from childhood to adolescence. The staff is continually searching out these needs and the best means for their satisfaction. The H.C. Crittenden Middle School provides our students with a strong academic program, untold opportunities for success, and a caring environment. Our high-quality middle school program results from a creative balance between elementary and secondary perspectives; between specialization and generalization; between curriculum and community; between equity and excellence and between teaching the mind and touching the heart. A careful balance of this dynamic tension is an important part of middle level education.

H.C. CRITTENDEN MIDDLE SCHOOL

The *ABC's of HCC* provides a guide to H.C. Crittenden Middle School's programs designed to meet the needs of our emerging adolescents. The middle school age group is probably more misunderstood than any other. The H.C. Crittenden Middle School staff know our middle schoolers to be creative, energetic, unpredictable, and talented. As you read the *ABC's of HCC*, you will see programs and procedures that are developmentally responsive to our young adolescents; curriculum that is challenging, integrative, and exploratory; assessment and evaluations that promote learning; a flexible block schedule and interdisciplinary team organization; programs that foster health, wellness, and safety; and comprehensive guidance and support services for students.

There are numerous ways and means to learn about the H.C. Crittenden Middle School: *The Spectrum*, the district calendar, Back to School Night, parent conferences, the middle school student newspaper *The Critter*, and Principal's coffees and the district Facebook page. The list of communication opportunities with the school is endless. The *ABC's of HCC* is an abbreviated user's guide to our school and our programs organized alphabetically.

During the 2023-2024 school year, the Site-Based Team will continue to review and revise the *ABC's of HCC* thoroughly. Please submit suggestions or call Ms. Kim Lapple. The *ABC's of HCC* will help the parent and child navigate the middle school years that Mark Twain referred to as "the white water on the river of life." Enjoy the ride!

H.C.Crittenden's Essential Question drives our work as a faculty and as a learning community. It asks, "*How do we, at H.C.Crittenden, create an active learning community in which everyone is empowered to take risks and to embrace rigor, while maintaining a balanced, healthy mindset?*"

- **Absence**

If a child will be absent, please telephone the school by 7:50 a.m at the attendance phone number. A written excuse delivered to the main office is required the day the child returns to school. When a student is absent from school for a full day, the student may not participate in any extracurricular activities or events that day, including performances. There are no exceptions. Students who are tardy or dismissed early for 70 minutes or more of the instructional school day will be treated as absent. For further information, please refer to the Byram Hills Comprehensive Attendance Policy.

- **Acceleration**

Science Acceleration - A selection process for acceleration in science is made during seventh grade. The criteria for selection are:

1. Performance on a science placement test.
2. Grades earned in Life Science.
3. Teacher recommendation based on interest, attitude, and achievement.

At the conclusion of grade seven, students who have shown outstanding ability and achievement in science may be recommended for Regents Earth Science in eighth grade.

Mathematics Acceleration – Mathematics Acceleration - A selection process for acceleration in mathematics occurs during seventh and eighth grades, and again in high school. The basis for selection is tiered assignments completed both in and outside of class.

Students are flexibly grouped in grade seven mathematics. Seventh grade mathematics teachers may regroup students depending on achievement and growth during grade seven.

At the conclusion of grade seven, students are recommended for the Advanced Algebra I course for grade eight, or Pre-Algebra in grade eight. Algebra I Advanced is a one year advanced level algebra course offered to accelerated students in eighth grade. The course culminates with the Algebra I Regents Examination in June.

The Advanced Algebra I course is designed to develop proficiency with mathematical skills and concepts, and improve logical thinking, problem solving, and mathematical modeling. Students are expected to be working on task without assistance; have the ability to state and explain math concepts; demonstrate significant independent thinking; apply math concepts in new problem solving situations; and exhibit motivation and persistence. Students will become adept at utilizing a graphing calculator and its application to real world mathematics. At the conclusion of grade eight, students are expected to continue on to the Geometry A (Advanced Geometry) course.

Although HCC provides a small cohort of students an advanced mathematics course in grade 8, the main pathway for mathematics acceleration occurs after 9th grade. Students who are not accelerated going into eighth grade will have another opportunity to accelerate prior to entering tenth grade.

- **Arrival/Departure**

School begins promptly at 7:45 AM. Students should be dropped off at school at 7:35 AM. No student should arrive before 7:35 AM unless they have a predetermined appointment with a teacher for extra help. A teacher or parent pass is necessary to enter the building before 7:35 AM. School ends at 2:30 PM.

- **Assessment/Evaluation**

H.C. Crittenden Middle School employs a variety of methods of student assessments. In addition to tests, quizzes, projects and both oral and written reports, teachers use authentic assessments to gauge student learning. Authentic assessments are important because they require students to demonstrate learning through applications. Final exams may be administered in grade eight during the last quarter of school.

Reports Cards, Performance Reports

Report cards will be issued electronically four times a year using the Parent Portal in grades 6, 7, 8. As a means of supplementing report cards, parents may check the Parent Portal through out each academic quarter. Parents utilize the eSD Parent Portal which provides online access to report cards, assessments, attendance, and gradebook. It also shows immunizations, bus routes and student schedules. For information on accessing the online Parent Portal, visit the Byram Hills School District web-site at www.byramhills.org, and click the Parent Portal link on the homepage.

State Testing Program

The Federal legislation No Child Left Behind Act (NCLB) requires all states that receive federal funding for education to test all students in grades 3-8 in English Language Arts and Mathematics beginning in the 2005-2006 school year. The New York State Education Department (NYSED) had been testing students in these subject areas in grades 4 and 8 previously for eight years. The testing program was expanded to include grades 3-8. Grade 8 students will continue to take NYSED tests in science.

The New York State Assessments are designed to evaluate the implementation of the State's Learning Standards at the student, school, district, and state levels. The grades 3-8 assessments will provide information about students' preparedness for study at the next level and identify students needing additional academic assistance.

Parents will receive additional information about the assessments throughout the year at Principal's Coffees and in regular weekly communication through email. Administration dates of the New York State Assessments are printed in the district calendar. Parents will receive by mail that student results are available on the parent portal. If you have questions about the assessments after you have received the scores, please call the Guidance department.

New York State Assessment

To help parents support their child in preparing for the state assessments, the Site-Based Team and H.C. Crittenden Middle school teachers of all subject areas developed some "TIPS." The tips are a plethora of suggested activities that parents can do at home with their child to enhance his/her performance on the New York State Assessments.

"TIPS"

1. Attend concerts and/or subscribe to local and city concert series, for example, SUNY Purchase, Caramoor, Northern Westchester Center for the Arts, Stamford Center for the Arts, etc.
2. Visit museums and exhibits, focusing on special children's exhibits and educational programs. Inquire about activities and workshops for interested students.
3. Visit local libraries; attend special programs and guest performances; inquire about special reading programs, guest speakers and special events.
4. Visit local bookstores.
5. Visit historical monuments and local historical sites of interest.
6. Visit local and regional theater performances, dance, opera, musicals and dramas.
7. Visit local and regional parks, nature sanctuaries, sculpture gardens, botanical gardens, and zoos.

COMPUTER USE:

1. Use the Byram Hills home page, especially the Library home page
2. Use educational software and browse the Internet with your child

Use educational App(s) and browse the Internet with your child (ie. Khan Academy, Brain-Pop, iXL, Duolingo)

TELEVISION:

1. Familiarize your family with the following channels and pick a program to view and discuss: **History Channel, Discovery Channel, PBS, CNN, Learning Channel, The Science Channel.**

AT SCHOOL:

1. Chaperone school events to "walk a day in your child's shoes."
2. Visit the school to see the displays in the halls and on the bulletin boards.

AT HOME:

1. Take time to regularly review the Team Google Classroom and the individual Google Classrooms with your child
2. Help your child be organized by filing papers into proper sections of folders and notebooks.
3. Check backpack routinely.
4. Read aloud to your child or read together as a family.
5. Occasionally, read the same book as your child and discuss the novel's themes, characters, and values.
6. Interpret political cartoons and graphs that appear in the newspapers.
7. Draw and establish relationships with today's events and events of the past.
8. Share a quote or proverb of the day.
9. Subscribe to newspapers and magazines and make them available to your child.
10. Designate an "unplugged" time to strengthen sustained attention. Examples: board games, clay sculpture, jigsaw puzzles, brainteasers, Legos and models.
11. Supply a reference section with children's dictionary, thesaurus, and atlas.
12. Maintain quality books in your home library, including classical poetry and nonfiction titles.
13. Provide a quiet, designated work and study area that is equipped with supplies.

● **Athletic Hotline**

All sports information is updated and recorded on a daily basis on the Athletic hotline. To access the Hotline, please dial H.C. Crittenden Middle School's main number.

● **Athletic Placement Process**

Athletics for boys and girls is an integral part of a well-balanced secondary school educational program. Therefore, the District shall strive to provide a broad sports program, with equal access for both sexes, with emphasis on maximum participation, through interscholastic and intramural activities. The District shall review the sports program annually and report to the Board of Education.

The Byram Hill School District will adhere to the philosophy of education-based athletics with the goal to enrich the educational experience of student athletes, encourage participation and promote sportsmanlike conduct.

Student eligibility for participation on interscholastic teams must include:

1. authorization by the school or family physician;
2. written consent from the parent or guardian and completion of the athletic participation form; and
3. endorsement by the Building Principal, or his/her designee, based on established rules and various league and State Education Department regulations, including those within the Athletic Placement Process for younger students.

Athletic Placement Process for 7th and 8th Grade Students

Students do not mature at the same rate, and there can be tremendous developmental differences between students of the same age. The Athletic Placement Process is a protocol for evaluating 7th and 8th grade students who want to participate in the athletic program at the high school level, provided they meet the criteria established in this policy. It is aimed at the few, select students who can benefit from such placement because of their level of readiness.

The Athletic Placement Process is intended only for the student who is truly at a level of physical and emotional maturity, and comparable physical size, fitness and sport skill that is commensurate with the level of competition that they wish to pursue. The 8th grade athlete may try out for all sports offered in Byram Hills for Freshman, Junior Varsity, and Varsity. The 7th grade athlete may try out for any non-contact sport offered in Byram Hills for Freshman, Junior Varsity, and Varsity.

All participants for the Athletic Placement Process must qualify for the appropriate level of competition. The athlete must pass physical fitness testing, sport skill evaluation and medical clearance (including maturity screening) for the appropriate level of participation in the requested sport, as established by the New York State Department of Education, and administered by the District. Achieving these standards qualifies the athlete to try-out for the Freshman, Junior Varsity, or Varsity level. The physical fitness test will only be administered a maximum of three times per athlete for the sport he/she will be trying out for.

During the try-out period, the athlete will be evaluated for physical, social, and emotional readiness as well as the athletic skill necessary to compete at the appropriate level. The athletes who are not selected to the Varsity team may be considered for a Junior Varsity or Freshmen team provided that there is an open roster spot. Athletes who are not selected for the Junior Varsity team may be considered for the Freshman team, provided that there is an open roster spot. No 7th or 8th grade athlete may take a roster spot of an eligible high school athlete on a Freshman or Junior Varsity team. All 7th and 8th grade athletes will remain eligible for participating in the Modified Athletics Program if they have not been selected for a Freshman, Junior Varsity or Varsity team.

All of the required information and paperwork for the Athletic Placement Process may be obtained from the Athletic Director. Applicants must adhere to all scheduled deadlines: the first Monday, in May (fall season), October (winter season) and February (spring season). Complete information about the Athletic Placement Process can be found in the "ABCs of HCC" and on the District website within the Athletics link. Application deadlines will be announced in the

Crittenden Chronicle or other District notification prior to each season participating in the Modified Athletics Program if they have not been selected for a Freshman, Junior Varsity or Varsity team.

All of the required information and paperwork for the Athletic Placement Process may be obtained from the Athletic Director. Applicants must adhere to all scheduled deadlines: the first Monday, in May (fall season), October (winter season) and February (spring season). Complete information about the Athletic Placement Process can be found in the “ABCs of HCC” and on the District website within the Athletics link. Application deadlines will be announced in the Crittenden Chronicle or other District notification prior to each season.

- **Safety**

The District will take reasonable steps to see that physical risks to students participating in the interscholastic athletic program shall be kept to a minimum by requiring medical examinations of participants, assuring the use of appropriate equipment, and whenever possible, obtaining certified officials to officiate all varsity, junior varsity, freshman, and modified games.

No student will be allowed to practice or compete in an athletic activity if he/she is suffering from an injury, or if there is a question whether he/she is in adequate physical condition to compete. In the case of a suspected or actual head injury, a student must be removed from play immediately. A physician’s certificate is required before an athlete is permitted to return to practice or competition after sustaining an injury. The school nurse and / or athletic director will verify that a physician’s certificate was received. They may consult with the school physician, if concern remains, and in such cases the school physician will make the final decision on the athlete’s participation.

The diagnosis of and prescription of treatment for injuries is strictly a medical matter and should under no circumstances be considered a province of the coach. A coach’s responsibility is to see that injured players are referred for medical evaluation.

In recognition of the importance of appropriately managing head injuries, the Board authorizes the creation of a Concussion Management Team (CMT). The CMT will be comprised of the Director of Athletics, Coordinator of Health Services, the school trainer, the school physician and other appropriate personnel designated by the Superintendent. The CMT is charged with overseeing compliance with state training requirements, developing guidelines for use by coaches and physical education teachers and developing information for distribution to parents and students.

For further information, or if you have any questions, please contact Ted Repa or Jared Christian, the Assistant Athletic Directors at HCC, at (914) 273-4250, extension 3645 or 3617.

- **Back To School Night**

In September, parents are invited to attend Back to School Night to meet their children’s teachers. On Back to School Night, parents can expect an overview of curriculum and general teaching philosophies. This is a good opportunity to learn specific procedures for homework, and extra help schedules.

- **Before and After School**

Students are expected to arrive at school on time. Students are to enter the school at 7:35 a.m. unless they have a pass to enter the building earlier for an appointment for extra help with a teacher. X Pod begins promptly at 7:45 a.m. with opening exercises and attendance taken beginning at 7:45 a.m. School is dismissed at 2:30 p.m. If a student has an unexcused tardiness or there is persistent tardiness, a parent conference will be scheduled and detentions will be assigned.

Students should be in the building or on school grounds after dismissal time only if they are a member of an athletic team, have been assigned detention, have requested to stay for extra help by a teacher, or if they are participating in a sponsored supervised activity. Late bus passes will be issued to students who are authorized to stay after school so they may board the after-school late bus at approximately 4:00 p.m. There are no other late buses after 4:00 p.m.

- **Class Parents**

Each grade has one or two class parents per homeroom class. Every team in each grade has a Class Parent Coordinator. Anyone interested in becoming a Class Parent or Class Parent Coordinator for the following year should reach out to the Byram Hills PTSA. For more information on becoming a Class Parent, speak to the HCC PTSA Vice President.

- **Clubs**

Clubs and after school activities are offered each year, depending upon student interest and the availability of faculty or community sponsors. Sign-up occurs in October of the school year. Most clubs take place after school hours; there is a late bus available (see Transportation, Late Bus Route). The following list of clubs has been offered in the past. However, an updated list and descriptions will be provided in October. (All clubs are open to all grades, except where noted. Please insert the club booklet inside this book at that time.)

- ◀ S.A.I.L. -Student Government
- ◀ The Volunteers in Partnership Club (VIP)
- ◀ School Yearbook – *Reflections*
- ◀ Robotics & Coding Club
- ◀ Math Counts
- ◀ Math Homework Club
- ◀ H.C. Crittenden Newspaper - *The Critter*
- ◀ Variety Show
- ◀ Literary Magazine - *Harold's Pen*
- ◀ Musical Production
- ◀ Science Olympiad Competition
- ◀ BobcatTV Crew
- ◀ Homework Club

- **Code of Conduct**

The Code of Conduct contains the rules and regulations to be followed to create a safe and desirable learning climate. The Code of Conduct will be available on the H.C. Crittenden Middle School Website to be read by parents and students; a parent/student acknowledgement form must be signed and returned on the first day of school indicating that the Code of Conduct has been read.

- **Communicating with Students During School**

Plans for after school activities should be made before children leave for school. If an emergency necessitates a change, please call the office. Students are discouraged from using their cellphones. They should not be texting others, including parents, during the school day. Announcements are made at the close of school each day alerting children that they have

messages in the office. Please remind your children that they need to listen for the messages at the end of day announcements so that no missed messages occur.

- **Conferences**

Parent/teacher conferences are scheduled in December for grades six, seven, and eight with two half-day early dismissals (11:15 a.m.) for students and one conference evening. One evening conference with individual teachers is scheduled after the first two quarters in grades six, seven, and eight. Evening parent conferences are by appointment, and reserved for parents who find it impossible to attend a conference during the school day. Grades six, seven, and eight depend upon report cards and the Parent Portal for communicating with parents. However, team meetings are encouraged whenever specific concerns arise. To arrange a team meeting, contact the guidance department. A team meeting can be arranged to include all of the child's teachers at one time by appointment during the school year if parents have concerns.

- **Curriculum**

A critical characteristic of an exemplary middle school is a comprehensive curriculum that includes a program of planned learning opportunities for students. Teachers are continually planning and improving curriculum. The following section describes learning opportunities for students in various subject areas by grade level. Curriculum maps of each department and grade level are available for viewing from the Byram Hills School District home page. Please click on Curriculum to access the Curriculum Maps K-12 link. This will allow connection to the [ATLAS Browse](#) page. By selecting Browse on the top left hand corner, curriculum can be viewed according to teacher, subject or grade level. Curricula now follows Common Core Standards.

English Language Arts

Sixth grade is the student's first experience in a completely departmentalized system of instruction. As a bridge between the elementary experience and the upper grades, the sixth grade classroom graduates students into a more structured literature program. As part of sixth grade language arts, students read and analyze a variety of genres: poetry, short stories, realistic fiction, adventure, historical fiction, science fiction, fantasy, and mythology. Related assignments focus on helping students contribute to class discussions, improve reading comprehension, and develop written interpretation. Students typically study the following core titles: *The Giver*; *Roll of Thunder, Hear My Cry*; *The Lightning Thief*; and *D'Aulaire's Book of Greek Mythology*. In addition, there is an outside reading requirement of at least two books per marking period. Vocabulary instruction is integrated into the literature program.

The writing program introduces sixth graders to the essentials of essay writing. In addition, students are formally introduced to the principles of English grammar, correct language usage, and spelling rules. This structured, sequential program is essential for individual growth and creative expression in both written and oral work. Students also complete a series of lessons in Zaner-Bloser's *Spelling Connections*.

The **seventh grade** language arts program consists of a comprehensive review of skills taught in grade six and introduces several more challenging units of study. The literature program exposes students to a variety of writing: novels, short stories, plays, biographies, and poetry. Core titles typically include *A Long Walk to Water*, *The Outsiders*, and a comprehensive author study on the life and writing of Ray Bradbury. Throughout the year, students are taught specific lessons on author's purpose, plot, setting, conflict and resolution, imagery, and character development. Additional literature choices may be selected for literature circles and outside reading.

Writing instruction focuses on paragraph development and the scaffolding of main ideas into essays. Throughout the year, students learn the fundamentals of good research and are expected to use both print and online sources. In addition, students are encouraged to write original short stories and poems based on formal and informal lessons taught in class.

The grammar curriculum focuses on types of nouns and verbs, subject/verb agreement, prepositions and phrases, and punctuation rules. Students use literature and shorter reading comprehension passages to help build vocabulary in context.

The **eighth grade** language arts curriculum represents both a culmination of a student's middle school experience and an introduction to the expectations of the high school English classroom. The eighth grade curriculum stresses the importance of close reading techniques. Students typically read the following core titles: *A Tree Grows in Brooklyn*, *Of Mice and Men*, *To Kill a Mockingbird*, *Parallel Journeys* and *A Midsummer Night's Dream*. Related lessons help students learn to analyze literature independently. Close reading skills are assessed through a variety of independent projects, class discussion, formal papers, and informal written assessments. Concurrent with this work, students participate in a yearlong outside reading program.

Throughout the year, students are expected to complete grammar and usage lessons, many of which are taught in conjunction with larger writing assignments: narrative essay, persuasive article, character analysis, and creative writing. A BHEF grant has inspired a partnership with *Written Out Loud*, a collaborative writing program for all eighth graders.

Art

The focus of the visual arts program is to encourage the students to become active participants in the world of art through study incorporating a wide variety of two- and three- dimensional media, including drawing, painting, collage, printmaking, ceramics and sculpture. Through all three grades, the curriculum emphasizes the four [New York State learning Standards for the Visual Arts](#):

1. Creating (conceiving and developing new artistic ideas and work)
2. Presenting visual arts (interpreting and sharing artistic work)
3. Responding (understanding and evaluating how the arts convey meaning)
4. Connecting (relating artistic ideas and work with personal meaning and external content)

Art has its own language of line, color, shape, space and texture. Familiarity with these concepts is developed in all three grades through studio projects, observation of works of art, discussion, practice and experimentation. References to art history and visual culture are embedded in all projects. Each grade covers several different media and techniques, with a gradual increase in technical difficulty. Art classes are two of the 6th graders' eight wheel cycles, during which they see the art teacher daily. Seventh and eighth graders have art in a block with Physical Education and either Technology or Health so they will meet with each of the art teachers every other day for one quarter. Students in all grades are encouraged to approach each project through a lens of personal connection so that they are inspired to invest themselves fully in the process of creating art. While the HCC art department continuously strives to refine units of study and to incorporate references to current trends in the art world and visual culture, some projects such as the 8th grade large-scale plaster of Paris Pop Art sculptures—have become rites of passage for HCC students, something they look forward to creating for years.

Student evaluation in the visual arts at HCC is focused on the Studio Habits of Mind, which were developed by Harvard's Project Zero. These 8 habits of mind (Develop Craft, Engage & Persist, Envision, Express, Observe, Reflect, Stretch & Explore,

and Understand Community) which emphasize process over product, and take into account that students come to their art classes at HCC with varying levels of art expertise. The HCC art program's focus on the Studio Habits of Mind reinforces our goals of not only helping students develop competence and confidence in their artistic abilities, but also encouraging them to experience the joy of the growth, accomplishment and creating art.

World Languages

A vital component in the well-educated person's repertoire is the knowledge of a world language and a deep understanding of another culture. The globalization of world communities makes the study of another language particularly relevant for our students. French, Italian and Spanish are offered at H.C. Crittenden. Each of these languages is considered challenging, and each offers its own unique rewards and practical applications worldwide.

The department follows the *American Council on Teaching Foreign Languages* (ACTFL) guidelines and the New York State standards for language learning. The department utilizes three modes for communication; interpersonal, interpretive, and presentational skills.

Additionally, as recommended by ACTFL, the department strives for 90% use of the target language during classroom interactions, supporting the research that indicates that effective language instruction must provide significant levels of meaningful communication. The four basic skills of reading, writing, listening and speaking are also incorporated into daily activities, but with varying degrees of emphasis. Cultural enrichment enhances the students' learning experience. The aim is to prepare students to be confident and articulate speakers.

In grade six, students learn the fundamental aspects of a world language in exploratory French, Italian, Spanish, and Linguistics. Through an immersive experience, topics such as weather, numbers, colors, greetings, music, food, art, and cultural appreciation are taught. In Linguistics, the foundation for language learning is set; students learn about syntax, morphology, and study skills as they apply to all of the romance languages. The goal of the exploratory experience is for students to experience language learning in an immersive setting as well as to form an appreciation for the target cultures in order to make an informed choice as to which language they wish to pursue in subsequent years. After the exploratory in grade six, students will select a world language to study in grades seven, eight, and nine.

In grade seven, students begin to develop language proficiency in the four basic skills. Heavy emphasis is placed on audio-visual materials and activities that promote speaking and listening skills. Many role-playing activities are performed, with students frequently working in pairs and small groups. Student recordings and interpersonal writing tasks are only two of the many

means of on-going assessment. Topics from the New York State Syllabus include: personal identification, health, school, climate/weather/temperature, leisure/hobbies, house/home, town/physical environment, clothing, travel, and food.

In grade eight, the curriculum is designed so as to further expand students' rudimentary knowledge of language learning. The course continues to be taught using the ACFTL approach, and it is filled with the necessary vocabulary and grammar which set the stage for the expansion and the competent usage of the target language in all the levels which follow. Songs, visuals, interactive games, films, commercials, newspaper and magazine advertisements, and role-playing are some of the methods employed in the learning process. Topics spiral from the

New York State Syllabus; new topics are introduced while some of those from grade seven are revisited with a higher degree of proficiency attained. Their cumulative language skills will be assessed in June by a locally developed assessment.

The successful completion of both grades 7 and 8(of the same language) leads to one unit of credit for a student's high school transcript.

Mathematics

Mathematics Acceleration - A selection process for acceleration in mathematics occurs during seventh and eighth grades, and again in high school. The basis for selection is tiered assignments completed both in and outside of class.

Students are flexibly grouped in grade six and seven mathematics. Seventh grade mathematics teachers may regroup students depending on achievement and growth during grade seven.

At the conclusion of grade seven, students are recommended for the Algebra IA (Advanced Algebra) course for grade eight or Pre-Algebra in grade eight. Algebra IA is a one year advanced level algebra course offered to accelerated students in eighth grade. The course culminates with the Algebra I Regents Examination in June.

The Algebra IA course is designed to develop proficiency with mathematical skills and concepts, and improve logical thinking, problem solving, and mathematical modeling. Students are expected to: be working on task without assistance; have the ability to state and explain math concepts; demonstrate significant independent thinking; apply math concepts in new problem solving situations; and exhibit motivation and persistence. Students will become adept at utilizing a graphing calculator and its application to real world mathematics. At the conclusion of grade eight, students are expected to continue on to the Geometry A (Advanced Geometry) course.

Students who are not accelerated going into eighth grade will continue to be flexibly grouped in Pre-Algebra in eighth grade and have another opportunity to accelerate going prior to entering tenth grade. This second pathway will permit students to complete AP Calculus AB prior to graduation.

Social Studies

The social studies curriculum in sixth, seventh, and eighth grade is steep with primary source materials from various time periods and perspectives. The needs of individual learners are addressed through differentiated lessons, activities, and projects. H.C. Crittenden's social studies department believes that students must be trusted to examine history in all of its complexities. To meet this goal, the 6 to 12 department has focused its instruction on historical thinking skills including historical argumentation, historical evidence, causation, and change and continuity. Additionally, students work to develop their civic readiness throughout the 6 to 12 program.

Grade Six: The Eastern Hemisphere

The course of study emphasized the interdependence of all people using the Eastern Hemisphere as a model. Specific nations and regions are used as case studies. Similar to the fifth grade program, the sixth grade social studies curriculum reinforces geographic, economic, and social/cultural understandings. History is used as a means of developing a total perspective of

the areas of study. Individual and group work are used extensively throughout the year. Interdisciplinary activities are also included.

Grade Seven and Eight: American History

Social studies content in grades seven and eight focuses on a chronologically organized study of United States and New York State history. The course traces the human experience in the United States from pre-Columbian times to the present, integrating political, economic, and social trends.

Seventh grade content covers the pre-Columbian period to Reconstruction. The eighth grade begins with the post Reconstruction through the current time period. The program builds on and reinforces skills, concepts, and content understandings studied in fifth and sixth grades. This provides a model for the global connections that begin the ninth and tenth grade social studies curriculum.

Science

Through inquiry and discovery, the Byram Hills Science Department will engage students in the scientific process so they develop an in-depth understanding of science content, and develop key skills in science and engineering practices. This deliberate integration of content and skill development will strengthen their science literacy and will serve them throughout their educational and professional lives.

At **HCC**, students in 6th grade will experience science as a stand-alone subject for the first time. In other words, they will have a class specifically designated just for science. Prior to 6th grade, science was woven into their elementary ELA and Math experiences.

All Byram Hills science classrooms are ambitious learning environments and laboratories. The students and teachers use subject-specific resources such as online reading material and technology tools to supplement learning. The HCC science teachers are enthusiastic and motivated learning specialists that use a 3D (3-dimensional) approach to teach the science curriculum based on the NYSSLS ([New York State Science Learning Standards](#)), which is the Common Core for science.

The HCC science curriculum is supported by The Savvas Learning Company (formerly Prentice Hall) Elevate Science Middle Grades Program, which is a “phenomena-based science curriculum immersing students in the inquiry process. It is science “*elevated*” for problem solving, critical thinking, and the NYSSLS performance expectations.” All students are provided with consumable text/workbooks that are supplemented by online resources, such as e-text and an abundance of online digital tools.

Teaching in 3D means facilitating the learning of content (Dimension 1) using science and engineering practices (which are skills that scientists and engineers use in the field (Dimension 2) and tying together concepts learned in all other science experiences (3rd Dimension) to endure

science understandings. Therefore, 3D science teaching is an approach of blending content, science and engineering practices with cross-cutting concepts.

The **content** (1 Dimension) is separated into categories: Earth & Space Science (predominantly taught in 8th grade), Life Science (taught in 7th grade) & Physical Science - with a focus on basic Chemistry and Physics concepts (which is our 6th-grade curriculum).

Dimension 2 are the **skills** that scientists & engineers use called the s&e practices. Essentially, Science and Engineering Practices are the methodology of science using questions such as: How do we identify a problem? How can we analyze the problem using practical and analytical thinking?

The 3rd dimension includes the Cross-Cutting Concepts. **Crosscutting concepts** have applications across all domains of science. As such, they are a way of linking the different domains of science. They include patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change

There are two different science pathways in our 8th grade science program; Science 8 and Regents Earth Science. Towards the end of 7th grade, students will be evaluated based on readiness criteria and placed into one of the two courses - either Science 8 or Physical Setting Regents Earth Science.

Students who are enrolled in Science 8 will be provided with a firm foundation which will prepare them for the Regents sequence in high school. At the end of the Science 8 course, students complete the New York State Intermediate Level Science Assessment. This two part exam includes a performance test and a written exam. This assessment measures students' knowledge of topics addressed in grades five through eight.

The **Physical Setting Regents Earth Science** course is the first in the regular college preparatory science sequence which is offered to a select group of students. Students who are selected for this program have demonstrated an aptitude for and an achievement in science and math. Earth Science is a lab science course which stresses the development of concepts in the Physical Setting Earth Science Core Curriculum. Topics of study include: Measurement, Rocks and Minerals, Introductory Geology, Introductory Meteorology and Basic Astronomy. Students take a New York State Regents Exam in Physical Setting Earth Science. The exam format includes two major components; a performance test (lab practical) and a written part. Both sections are administered in June. Students that successfully complete the Physical Setting Regents Earth Science course and pass the Regents Exam, receive one credit towards their High School graduation requirements. The course grade and Regents Exam grade are included on the student's high school transcript as a transfer credit.

Physical Education

Dress - Each student is required to wear sneakers, white socks, t-shirt and/or sweatshirt, shorts or sweatpants. Students in grades six, seven, and eight are assigned physical education lockers in the locker rooms.

Grades - Each student will receive a grade each marking period based on the following:

1. Effort
2. Preparation
3. Skill Development
4. Personal and Social Responsibility

To view a detailed description of the Physical Education program, please access the Curriculum Maps from the H.C. Crittenden home page.

Main Goals of Physical Education:

- To have all students become physically active
- To improve physical skills
- To improve personal and social responsibility
- To improve knowledge of rules in sports

Health

The health education program involves an age appropriate - developmentally appropriate curriculum. The curriculum addresses the physical, mental, emotional, and social dimensions of health. The curriculum for health education is aligned with the New York State Standards.

Students are provided opportunities to develop and demonstrate health related knowledge, attitudes, skills and practices. Experiences are provided that enable students to effectively decide which behavior(s) they will choose to enhance their current health. Focus is often on attitudes and behavior skills, using knowledge as a basis for informed decision making.

The following skills are taught as part of the program: conflict resolution, stress management, decision-making, goal setting, refusal, communication, social skills, and assertiveness. The nationally recognized skills-based curriculum *Project Alert* has been implemented in grades seven and eight.

The following content areas are addressed: social/mental health, alcohol, tobacco, and other drugs, disease prevention, family life education, puberty education, HIV/AIDS prevention, prevention of intentional and unintentional injury, physical fitness, personal health, consumer health, violence prevention, conflict resolution and nutrition. All students in grades six through eight participate in the health education program and a certified health education teacher conducts the program.

Music

The music department recognizes that the development of musical intelligence is a vital component in the education of the total child. We believe that all students should study music. We feel that this is achieved through active participation in the performance and creation of music. As educators, we promote the development of each person's natural ability, musical achievement, musical preferences, and personal beliefs through authentic and high quality musical experiences.

In **sixth grade**, all students receive general music instruction. Exploration of basic music concepts, and in-depth study of music history and development of composition skills continue in accordance with NAFME and New York State Standards. An elective large ensemble program is available for all band, orchestra, and choral students.

In **seventh and eighth grade** the progress of all band, orchestra and choral performance students is assessed through theory worksheets and computer software, practice contracts, and code of conduct evaluations. Both the instrumental and choral programs supplement an active performance schedule with concerts at neighboring schools, nursing homes, and special community events. Students are required to be members of band, chorus, or orchestra. Students in ensembles follow a curriculum that has been created as an experience of musical learning featuring a variety of musical styles and composition in accordance with the New York State Standards.

Technology

STEAM (Science, Technology, Engineering, Arts, and Mathematics) is an integral part of the middle school curriculum. The Technology Department promotes the development of STEAM concepts throughout their curriculum.

Sixth grade students will take a year-long course in Technology. Each quarter has its own primary focus: coding, multimedia (digital citizenship), robotics and technology basics. Students will be working in a collaborative environment which supports exploration and the development of problem solving skills. Students in grade seven will deepen their understanding of coding, design thinking and robotics in a semester-long course. Eighth grade students will participate in a collaborative semester-long technology project of their choosing. The nature of the project will require students to engage in research, make connections, and work collaboratively with peers and adults. The design thinking process will guide students throughout the course.

Every student will be assigned a Chromebook for use during the school year to enhance their learning. Devices and chargers will be provided for in school and home use. Students will be expected to bring their charged device to school each day.

- **Daily Schedule** - 6th grade classes meet daily. 7th and 8th grade classes use an “A/B” schedule or an “A+”

- **Directory Information and Permission to Publish**

Directory information may be released upon request unless the parent, guardian, or adult student objects. Directory information includes:

- student’s name
- grade in school
- participation in officially recognized activities and sports
- degrees and awards

To object to the release of this information, please so indicate in writing to the school principal, within 30 days of the date this notice is issued.

The communication office takes pictures of students throughout the year for submission to local newspapers and for use in our own publications. If for any reason, you do not want to have your child included in pictures used for newspaper publication, or in any of the districts’ publications, you must so indicate in writing to Byram Hills district office, within 30 days of the date this notice is issued.

- **Early Dismissal**

Any student needing to leave school early must bring in a dated note, signed by a parent with the time the child will be dismissed from the main office for dismissal. If someone other than the

parent is picking up the student, the name of that person and relation needs to be written in the note. The student is to submit the note to the main office prior to 1st period and will immediately be given an Early Dismissal Pass. The pass needs to be shown to the teacher, and the student will be sent to the office at the appropriate time. Classroom interruption needs to be kept to a minimum, so as to ensure an optimum teaching/learning environment.

- **Enrichment Program**

When students have demonstrated to classroom teachers that they have mastered academic work being taught, they may be sent from class to an enrichment center to work independently on activities that are an expansion or outgrowth of the regular curriculum. Mrs. Barthelmes will direct the activities in the enrichment room.

- **Exploratory Programs**

In grade six, students participate in regularly scheduled exploratory activities including performing music groups, enrichment activities, remedial activities, experiences in world language, art, technology (including opportunities for STEAM projects), conflict management skills, study skills, and creative writing. Exploratory time is also used to provide extra time for instructional classes when it will enhance the curriculum.

- **Extra Help - Before/After School**

Teachers are available before and after school to help students with questions or problems related to class work. Teachers determine when extra help is necessary and schedule extra help sessions in consultation with parents. At Back-to-School Evenings teachers explain individual procedures regarding extra help. Feel free to follow-up with a call to teachers if you have a concern.

- **Guests**

When appropriate, students may bring guests to school for one day with prior approval from the Principal.

- **Guidance Counselors**

The middle school counselor is an integral part of the school setting. The counselor is available for students, faculty, parents, and administrators to help make the school experience more positive for all involved. Students and parents may make appointments to see their guidance counselor to discuss anything of concern. Counselors may discuss schedules with students, evaluate student progress, and, as advisor, are available for individual and group counseling.

At H.C. Crittenden, there are three counselors for the three grades, Mrs. Liz Manuele, Mrs. Heather Graham and Mrs. Claira Domato. It is the philosophy of the guidance department that the students remain with the same guidance counselor throughout their entire middle school experience. In accordance with this philosophy, **Mrs. Heather Graham is the counselor for all of our sixth grade students, Mrs. Manuele is the counselor for the Seventh grade and Mrs. Claira Domato is the counselor for all of our grade eight students.**

In addition to group and individual work, the counselors also work with students in the classrooms on a number of issues. Children receive training in such areas as: bullying, conflict resolution, violence prevention, and social issues. In the seventh and eighth grade, students work in small groups and in the classroom to identify personal and career goals.

- **H.C.C. Essential Question**

The focus of our work at H.C.Crittenden is driven by our essential question which was developed collaboratively and captures the purpose of our efforts: *How do we, at H.C.Crittenden, create an active learning community in which everyone is empowered to take risks and to embrace rigor, while maintaining a balanced, healthy mindset?*

- **H.C.C. Recognition Program**

Students can be honored for their achievements in one of the four areas of focus at H.C.Crittenden, noted in the H.C.Crittenden Essential Question. Those areas are: healthy risk

taking, active learning in the classroom, kindness/citizenship and academic growth. Recipients will receive a letter of recognition and parents of the recipients will be notified by the school.

- **Health Services**

Physical Exams - **All 7th graders are required by NYS law to be evaluated by a health care provider.** A copy of this physical exam must be submitted to the nurse's office in September of their 7th grade year. That physical is considered active or valid for a full 12 month period following that exam date. By October of each school year, any 7th graders who do not have an active physical in their medical charts here at school will be notified by the nurse. If physicals are not scheduled with the child's own health care provider at this time, the 7th grader will need to be examined by the school physician in order to be in accordance with NYS Law.

***Although 8th graders are not required by law to submit a physical exam for their 8th grade year, in order to participate in modified sports, the child must again have an active physical exam on file in the nurse's office.**

Screening - 7th grade students are screened in the fall for scoliosis, vision, hearing, height and weight. Students will be excused from this screening with parental permission.

Immunizations – **All entering 6th graders and all new students to the district are required by NYS law to have the following immunizations:**

1. Varicella vaccine or documented evidence of chicken pox by M.D.
2. 3 doses of Hepatitis B vaccine
3. 2 doses of measles; 2 doses of mumps; 2 doses of rubella (often in the form of MMR)
4. 3 doses of oral poliovirus vaccine
5. 4 doses of diphtheria toxoid (administered as 3 doses of DPT, DT, DTaP or TD **plus** one dose of Tdap)The intervals between immunizations must meet NYS guidelines.

***New state law now requires all entering 6th graders to receive a booster of Tdap prior to the start of 6th grade unless they have received a Td, DT or DTaP vaccine within the past two years.**

Medication Administration in the school – All medication, both over-the-counter and prescription medication, requires a permission form signed by both the parent and licensed provider. This signed form must be in the nurse's office in order for a child to receive any medication. Medication forms can be found on the district website. Only life saving medications, such as inhalers, insulin and epi-pens are permitted to be carried by the Student and when proper medical permission exists and adequate training has been demonstrated. **Other than these three medications, the student is prohibited by NYS law from carrying any medication while in school**

Field Trip Medication –

Day Trips – Only emergency medications (epi-pens, inhalers and insulin) are permitted to travel with the students on field trips. Medication forms and self-administer forms must be on file in the nurse's office for this to occur.

Overnight Trips – Medication Administration sheets need to be filled-out by both parent and physician if your child needs to receive **any** medication while on the trip. (This includes Tylenol and Motrin.) This is the identical form used for in-school medication administration.

- **Homework**

Homework assignments provide a link between the school and the home and are an integral part of the teaching program. Assignments are individualized as much as possible, since students work at varying rates of speed and levels of accomplishment. In general, the amount and complexity of required homework increases with each succeeding grade level.

In grades 6-12, homework expectations are increasingly more demanding, but no fixed time allotment is prescribed for all children. Students usually will have homework daily. The best source of information concerning specific homework can be found on each class's Google Classroom.

- **Homework Requests**

Most homework and assignments can be found on the class's (or team's) Google Classroom. It is also suggested that students contact classmates after the first day's absence for timely completion of homework. Parents may reach out to their child's counselor or teacher for additional information or assistance.

- **Honor Roll**

Students in grades six, seven, and eight with outstanding academic achievement are recognized by placement on the school Honor Roll. There are two levels of achievement: High Honor Roll is a 3.5 grade average and minimum grade of "C" in all subjects and Honor Roll is a 3.0 grade average and minimum grade of "C" in all subjects.

- **Interdisciplinary Teams**

The **sixth grade** is divided into two interdisciplinary teams. Students receive daily instruction in language arts skills and literature, social studies, mathematics and science. Physical education and general music meet on an every other day basis. Sixth graders rotate through an Arts Cycle that includes instruction in introductory world languages (I & II), technology (I & II), art (I and II), health (I and II), and general music. Students also elect to participate in sixth grade band, chorus or orchestra.

The **seventh and eighth grades** are divided into two interdisciplinary teams. These teams have four sections. Students receive daily instruction in language arts, social studies, mathematics and science. In entering eighth grade students also are divided into two mathematics groups. Students are scheduled for instruction in world language (Spanish, French, or Italian). Students take art, physical education, and technology. Band, orchestra, and/or chorus coincide with health during another block of time during the day.

Eighth grade students who qualify for acceleration in math and science are scheduled for Algebra I and Earth Science. These courses carry New York State Regents credit. Students in grades six through eight are scheduled for a daily exploratory period with their grade level team.

Interdisciplinary Teams:

- Respond to middle school student needs
- Integrate curriculum
- Select appropriate teaching strategies
- Use flexible scheduling strategies
- Use flexible grouping strategies

- Have common planning periods to discuss student needs, integrate curriculum, coordinate classroom policies and practices, and conduct parent conferences
- Provide professional support for team members
- Provide effective transition from elementary self-contained classroom to departmentalized high school
- Provide a sense of belonging, smallness within bigness
- Fulfill outcomes of Byram Hills Lifelong Learner Standards

H.C. CRITTENDEN TEAM STRUCTURE

6TH GRADE	7TH GRADE	8TH GRADE
5 Core Teachers	4 Core Teachers	4 Core Teachers
5 Core Teachers	4 Core Teachers	4 Core Teachers

A Flexible Block Schedule provides the same blocks of time controlled jointly by the same interdisciplinary team of teachers for the same students and facilitates:

- classes of varying length of time
- classes of varying frequency
- classes of varying order
- classes of varying student number

6th Grade Core: Language Arts, Science, Mathematics, Social Studies

6th Grade Encore:

Block A: Physical Education/Tech

Block B: World Languages, Health, Art & Music, Technology, Art

Block C: Exploratory, Performing Music Ensembles, Tutorials, Mini-courses,

7th Grade Grade Level Teams: Language Arts, Science, Mathematics, Social Studies

7th Grade Discipline Teams (PM Rotation): Physical Education, Art/Health, World Languages

7th Grade Discipline Teams (Mid Day Rotation): : Band, Orchestra, Chorus, Technology, Music

8th Grade Core: Language Arts, Science, Mathematics, Social Studies,

8th Grade Discipline Teams (AM Rotation): Physical Education, Art/Tech, World Languages

8th Grad Discipline Teams (Mid Day Rotation): Band, Orchestra, Chorus, Music, Health

● **Intramurals**

Lunchtime Intramurals - In addition to, and as a complement to, the regular Physical Education curriculum, all students in grades six through eight are offered an opportunity to participate in a variety of physical activities during their lunch periods and student directed learning period.

Physical education teachers will notify their classes when the intramural programs begin.

Students are required to sign up with the

teacher in charge of the program. Parents are not required to sign any permission forms for this activity. If a student is medically excused from physical education, they may not participate in intramurals.

After School Intramurals - All sixth, seventh, and eighth grade students will be eligible to participate in an after school instructional intramural program. This program is different from the lunch time intramural program in that there is a greater emphasis on the teaching and practicing of the sports specific skills, development of playing strategies, and teamwork. This program is conducted three days per week from 2:40 - 3:50 p.m. Different sports are offered

throughout the school year. Each sport unit will run approximately four to six weeks. Parents are required to sign a permission form for each activity. If a student is medically excused from gym, they may not participate in intramurals.

- **Lateness**

Any student arriving after 7:50 a.m. must report to the Attendance Secretary in the main office for an admittance slip before entering class, otherwise they will be considered absent. In accordance with the District's Comprehensive Attendance Policy, students who have four or more unexcused tardies will be assigned detention.

- **Library Media Center**

The library media center is open after school for approximately one hour to provide a quiet and safe place for students to work. In order to maintain an atmosphere conducive to study, please review the following rules with your children:

- ◀ Written permission is mandatory; phone arrangements will not be allowed. Students should bring a note to the library, stating how and when the student will be going home.
- ◀ Students must remain in the library media center until they leave to catch the late bus or to meet their parents.
- ◀ The computers in the library media center are available for school work, but not games.
- ◀ Students are expected to be quiet and not to use the time socializing.
- ◀ Eating is not allowed in the library.
- ◀ Students who do not observe acceptable library behavior may lose the privilege of after school library use.

Library computers are to be used for schoolwork only. Students are allowed to use the following applications while using the library computers:

- ◀ The Online Catalog
- ◀ Library Home Page
- ◀ Word Processing
- ◀ The Internet - with these provisions:

- Internet use must be school related
- Internet use must comply with the Acceptable Use Policy

If you have a project that involves using computers for anything other than the above applications, you must obtain a pass from your teacher. E-mail is strictly prohibited. Only one person is allowed per computer unless you obtain permission from the librarian or an aide.

Failure to comply with these rules will result in suspension of computer privileges.

Students who have long overdue library books will lose the privilege of borrowing books and may also lose the use of computers at school until they either return or pay for the library books.

- **Lockers and Book Bags**

Book Lockers - Every student is assigned a book locker at the beginning of the year. Students are responsible for providing a combination lock. Students may go to their book lockers before school, before and after lunch and after school. All other locker visits require teacher permission.

Students will not be allowed to carry large backpacks during the school day. Arrangements have been made so there is no need for students to carry all books to class. Backpacks and book bags must be left in lockers during the school day. Students should never leave money or their valuables, such as jewelry, in lockers. Students should never leave their hall locker unlocked.

Gym Lockers - Gym lockers and locks are given to the sixth, seventh and eighth grade students annually by physical education personnel. These lockers should be kept locked at all times, even during physical education class.

- **Lost and Found**

There is a lost and found bin in the cafeteria. Any valuable items should be brought to the office for safekeeping. Lost and found items are donated to the needy in January and in late June, so please remind your children to check for missing items in December and late June.

- **Lunch and Recess**

Students may bring lunch from home or buy lunch (\$2.75) from the cafeteria service. Lunch is scheduled as follows:

6th grade: Wellness Break: 10:40 a.m. - 10:55 a.m., lunch 12:24 p.m. - 1:06 p.m.

7th grade: 11:00 a.m. - 11:40 a.m.

8th grade: 11:45 p.m. - 12:25 p.m.

If you need to bring a lunch to school, please be sure to label the lunch bag with your child's name and grade and the lunch aides will distribute it during your child's lunch hour. Children should know to check with the lunch aides if they are looking for a lunch. Students eat lunch and spend a portion of the period at recess or intramurals.

- **Modified Interscholastic Sports**

All **eighth** graders will be eligible to participate in modified interscholastic athletics. However, when there are not enough eighth graders to field a team, seventh graders may be asked to tryout for a modified team. We plan to offer the following programs:

Modified Interscholastic Sports Program

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Football (B)	Basketball (B & G)	Baseball (B)
Volleyball (G)	Track & Field (B & G)	Softball (G)
Soccer (B & G)	Ice Hockey (B & G)	Lacrosse (B & G)
Cross-Country (B & G)	Wrestling (B)	Track and Field (B & G)
Field Hockey (G)		

Sports Eligibility - In order to go out for a team, students must have the following on file in the nurse's office:

- ✓ Physical exam form (which must be completed every 365 days to be valid) signed by a physician
- ✓ A new form online must be completed and signed by parent and student each season

Athletic Hotline -All sports information is updated and recorded on a daily basis on the athletic hotline. To access the hotline, please dial H.C. Crittenden Middle School's main number.

- **Music Ensembles**

All H.C. Crittenden Middle School students are required to perform in music ensembles.

Grade 6 - Band, Orchestra and Chorus

Grade 7 - Band, Jazz Band, Orchestra and Chorus

For students who wish to perform in Jazz Band, Band ensemble performance is required.

Each ensemble performs for the evening Winter Concert in December and the evening Spring Concert in June. Each ensemble also participates in additional school-day performances for Children’s Village in December, Music in Our School’s Month in March, and special concerts for Coman Hill and Wampus students.

Appropriate Concert Dress Includes:

- Black slacks, dress pants, or skirt (must be at least knee length)
- Solid white button-up collared shirt and dark tie
- Solid white dress shirt/blouse
- Black dress shoes with little to no heel

Concerts are a formal occasion, and t-shirts, sleeveless tops, leggings, and sneakers should not be worn.

- **NYSSMA (New York State School Music Association)**

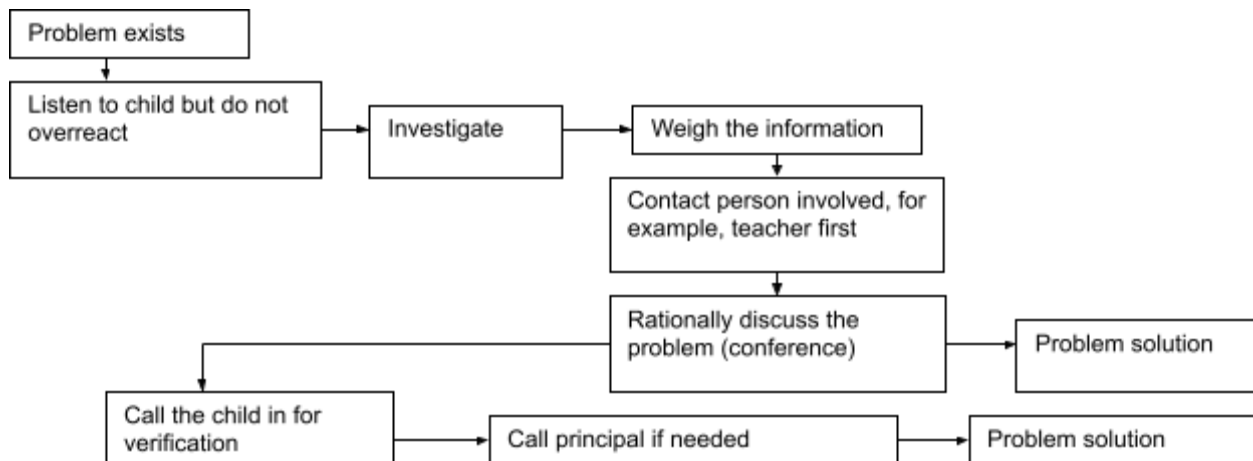
Two NYSSMA Festivals are held each year. Students can perform a solo in the NYSSMA Solo Festival. Performing ensembles also perform in the NYSSMA Majors (large ensemble festival). Registration forms and further information is available from your child’s music teacher. Festivals are generally held in March, April, or May.

- **Parent Phone Call**

Naturally, if a situation arises that requires a message be given to a student regarding early dismissal procedures such as changes in a doctor’s appointment, a message can be given to the student. We discourage any cell phone or text message communication to students when possible. A parent can call the Main Office for assistance. We ask that you give any and all information to your child before leaving for school in the morning.

- **Problem Solving Flow Chart**

If you have a problem with school, we suggest you use the following protocol. When we follow the model below, most, if not all problems could be solved to help your child.



Report Cards/Grades/Performance Reports

Sixth, Seventh, and Eighth Grades -

Throughout each quarter, students will be provided with both numeric feedback and standards feedback, both of which will contribute to a quarterly average. Numeric feedback is the traditional grading system. Standards feedback is a new category that provides students with an opportunity to earn full credit (Meets) for particular assignments. Some examples may be homework, participation and smaller assignments. At the start of the year, each teacher will review the standards feedback category with their students. Teachers will also determine and communicate the weighting (percentage) of the standard feedback will count each quarter.

Your child will continue to receive a letter grade at the end of the quarter and as a final grade for the year.

Examples of Numeric Feedback	
A Superior	90 - 100
B+ Outstanding	86 - 89
B Good	80 - 85
C+ Above Average	76 - 79
C Average	70 - 75
D Passing, but below average	65 - 69
F Unsatisfactory	0 - 64

*Example of Standards Feedback
Meets
Below
! (Not Submitted)

*Classroom teachers will provide descriptions of standard feedback categories for their class through class rubrics

Students receive report cards every 10 weeks electronically that include letter grades and teacher comments. Students will be provided accounts in which they can check and monitor their assignments during x period or after the school day. Parents can utilize the eSD Parent Portal to learn about their child's performance. The portal provides online access to report cards, assessments, attendance, and gradebook. For information on accessing the online Parent Portal, visit the Byram Hills School District web-site at www.byramhills.org and click the Parent Portal link on the homepage.

Grading System

Letter Grade	Numerical Equivalent	Quality Point
A Superior	90 - 100	3.71 - 4.00

B+ Outstanding	86 - 89	3.30 - 3.70
B Good	80 - 85	2.71 - 3.29
C+ Above Average	76 - 79	2.30 - 2.70
C Average	70 - 75	1.50 - 2.29
D Passing, but below average	65 - 69	.80 - 1.49
F Unsatisfactory	0 - 64	.00 - .79

Grading System for Earth Science, Algebra I and World Language Grades 7 & 8 ONLY

Letter Grade	Numerical Equivalent	Quality Point
A+	96-100	4.60
A	90-95	4.00
B+	86-89	3.60
B	80-85	3.00
C+	76-79	2.60
C	70-75	2.00
D	65-69	1.00
F	Below 65	0.00

- **School Closings**

When emergency closings are necessary prior to the start of a school day, local radio stations WHUD and WFAS are contacted. Listen to WHUD, 100.7 FM and WFAS, 103.9 FM. Information also can be attained by logging on to the Byram Hills School District web page, (byramhills.org). Once school is in session, school is seldom dismissed early due to the chaos it creates, especially with working parents. The district will continue to use the NTI Emergency Response System to inform all members of the community via telephone should there be a school closing due to weather, or any other emergency situation. Please be sure to keep the building secretaries updated if there is a change in phone numbers, including cell phones.

- **Academic Intervention Services**

Academic Intervention Services (AIS) provided to students in the H.C. Crittenden Middle School are intended to remediate those deficits which are preventing the student from meeting the standards. The intervention is designed to both remediate skill deficits and to assist students in meeting the demands of the regular education classes. The intervention is both remedial and supportive in design. Academic Intervention Services are provided to any student (including special education students) who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State Learning Standards.

Academic Intervention – In consultation with parents students may be provided with academic support. Multiple measures are used to determine if a student will qualify for academic support. Student test scores, state assessment scores, teacher feedback are some of the data points used.

- **Special Education Programs for Students with Disabilities:**

Students with disabilities shall be provided special education in the least restrictive environment. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in

the regular class, including as appropriate, providing related services, integrated co-teach, consultant teacher and resource room programs within the general education classroom.

- Integrated Co-teach – General education and special education teacher team teaching in a general education class with students with disabilities and general education students.
- Consultant teacher – Small group push-in support within the mainstream by the special educator.
- Resource Program – Small group pull-out support provided by the special educator in groups.

Test accommodations can change the way test items are presented to a student, the student's method of responding to test items or the process a student uses to derive the responses to test items. The test accommodations included in the student's IEP or 504 Plans should modify the standard administration of a test to the least extent possible.

- **Telephones**

Offices phones can be used by students to contact parents or guardians. Important phone calls need to be made either in the Guidance Office or in the main office under adult supervision. The offices should not be used as an answering service.

- **Textbooks**

Students are responsible to maintain the condition of the books they receive. Books must be covered in order to protect them. A student who loses a book should inform the subject teacher immediately and must pay for the book before receiving another. Desk copies of primary textbooks for courses in grades six, seven, and eight are available in each individual classroom, so that textbooks may be left at home throughout the year for homework.

Textbooks used at H.C. Crittenden are available in the North Castle Public Library's Young Adult Room and are to be used as reference books.

- **Student Directed Learning Time (SDL)**

This is a designated time during the school day (which immediately follows lunch) where seventh and eighth grade students are able to sign up for either enrichment, extra help, wellness or independent choice opportunities. Each grade level will offer selections that are provided every two weeks. There will be times that students will be assigned to work with a specific teacher or subject when necessary. Flextime Manager will be utilized as the electronic sign up system.

- **Traffic Rules for Morning and Afternoon Pickups**

- Please use the Parent Drop Off Loop at all times. Never drop off or pickup students in parking lots or along MacDonald Avenue.
- When you enter the Parent Drop Off Loop with children in your car, always pull to the curbside. Please pull up as far as possible along the curbside.
- When you are stopped along the curbside, regardless of whether you are at the beginning of the loop or at the end of the loop, students may disembark along the curbside, and walk to the entrance of the building. Students need not be dropped off at the front of the building.
- When you enter the Parent Drop Off Loop, please go as far as possible along the curbside, and never travel with students in the car along the outside lane. When students have disembarked from automobiles along the curbside, then you may pull into the outside lane to exit the Parent Drop Off Loop.

- **When picking up your child during afterschool dismissal, parents will only be allowed to make a left into the HCC parent pick up loop. Only cars coming from the direction of Wampus School will be able to access HCC's parent pick up loop. No student may be picked up in parking lots or along MacDonald Avenue. When students are in your car, please enter the outside lane to exit. As cars enter the outside lane, cars in the curbside lane should move forward.**

Please remember the Parent Drop Off Loop is designed for the safety of the children - not for speed.

- **Traffic Safety**

Speed limits are 15 m.p.h.

- Crosswalks and stop signs must be respected

Areas marked **No Parking** or **Standing Only** with signs and painted cross hatching on the pavement are for safety / emergency reasons

Violators of these rules are subject to ticketing by the North Castle Police

Wampus Avenue:

- Speed limits 15 and 25 m.p.h.
- Residential neighborhood; many children; proceed with care and caution!

Safety Measures along Route 22:

- 40 m.p.h. speed limit to be posted

Bus Safety:

- Watch for bus lights flashing - STOP!
- Never pass a bus on the right
- Please use the buses! (More cars = more safety problems. A new study finds children are 80 times safer on buses than in cars.)*
- Do not attach toys to children's clothing or backpacks; they may catch on doors or rails!

- **Transportation / Walking / Late Bus Schedule**

District residents' children will be transported on a regular basis between their school and their approved bus stop within the school district. Transportation will be permitted to and from the school from a designated bus stop other than the child's approved bus stop, provided a request has been made in writing and approved by the principal. The request is given to the bus driver and is finally received by the transportation supervisor for filing (Board of Education Policy, 5720).

Students will be permitted to walk to specified locations rather than take their designated bus, provided the request is made in writing and approved by the principal. Students will not be permitted to return to school grounds or take the late bus on the day the walking permission is granted. However, on the day of walking permission, a student may return to school to be a spectator of an athletic event, provided a written request states a time for the student to be picked up after the event. Students will not be permitted to loiter on school grounds after dismissal or at an athletic event. If a student spectator is loitering on school grounds after the conclusion of the athletic event, the student spectator privilege will be suspended. When students are on school grounds, they must be supervised by a staff member.

Transportation is provided by the district. There should be seats available for all students on bus routes. If there is a question about specific routes and/or safety issues, please contact the Transportation Department.

A **late bus** is provided for students who have participated in approved extra academic help or extra-curricular activities. Please note that the late bus covers the entire district and stops at an abridged group of predetermined stops. The late bus leaves H.C.C. at approximately 4:00 p.m. and travels to the Byram Hills High School.

- **X pod** - Students will begin the first fifteen minutes of their school day (7:45 - 8:00 am) with a member of the H.C.Crittenden faculty, in small groups. During that time, students can prepare for their day by reviewing their schedule, organizing their work, communicating with their teachers, taking a mindful moment, checking the portal (7th and 8th graders), and spending time together. At times, X pod can be expanded for a longer period of time when there are assemblies, town hall meetings and other community events/needs.

Dear Reader of the *ABC's of HCC*:

The Site-Based Council hopes the information included in the handbook assists you with the many transitions the students experience at the H.C. Crittenden Middle School. If you believe changes should be made in the manual or other information included, please write your suggestions below.

Please return the suggestion form to Ms. Kim Lapple, Principal.

Thank you for your suggestions.

Sincerely,

The H.C.C. Site-Based Council

Please consider adding the following to the *ABC's of HCC*:

Signature