



**Bellmore – Merrick Central High School District
Grand Avenue Middle School**

*Office of the Principal
Carlo A. Conte*



Dear Parents:

Welcome to Grand Avenue Middle School!

I am extremely excited to have you here and hope that you will find this evening both informative and enjoyable. I am especially eager to meet and welcome our incoming seventh graders.

On the following pages you will find a significant amount of information that will be beneficial to you and your child as they enter our school. Please read the material and go over it with your child prior to his/her entrance to school in September. If you have any questions at all pertaining to this information, please feel free to call upon our staff so that we can answer them for you.

Our best wishes to you and your child for a successful educational experience here at Grand Avenue Middle School.

Sincerely,

Carlo A. Conte
Principal
Grand Avenue MS
Bellmore-Merrick CHSD

Remember - Grand “CARES”

We teach our children to be:

Compassionate

Accountable

Respectful

Equitable

Strong

MISSION STATEMENT: *In pursuit of excellence, Grand Avenue Middle School strives to create an academically challenging, socially equitable and developmentally appropriate learning environment which will equip each student to thrive in our school and the global community. Within Grand Avenue’s culture of being **C**ompassionate, **A**ccountable, **R**espectful, **E**quitable and **S**trong, we encourage every student to learn well, stay safe, participate and graduate, empowering all to become productive citizens.*

**GRAND AVENUE MIDDLE SCHOOL
BELLMORE, NEW YORK**

Sixth Grade Parent Orientation Program

Carlo A. Conte
Principal

Welcome and Overview of
School Programs and Philosophy

Betsy Lashin, Lori Petraitis
PTA Co-Presidents

Welcome from the PTA

James V. Mollica
Assistant Principal
8th Grade Administrator 2016-2017

Bus Transportation
Athletics
Schedules
Pupil Personnel Services

Andrew R. Del Rosario
Assistant Principal
7th Grade Administrator 2016-2017

Cafeteria
Lockers
Extracurricular Activities
Attendance

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Philosophy of the Middle School

1. Grand Avenue Middle School is a learning team. Like every other successful team, our members share an important purpose. Our shared purpose is to help all our students *learn well, stay safe, participate, and graduate*. Your child will discover that he or she has a most valuable role as a student on our learning team: *To help themselves and others learn well, stay safe, participate, and graduate*. We encourage you to help your child establish and follow routines to assist him/her to succeed as a valuable, unique and important member of our learning team.
2. The guiding philosophy for the behavior and interactions of all members of our learning community is to always remember that **Grand “CARES”**. The “CARES” acronym reminds us daily that we all aspire to be **C**ompassionate, **A**ccountable, **R**espectful, **E**quitable and **S**trong. When higher expectations are set, students rise to meet the challenge. It is our experience that students internalize the message that Grand “CARES” and become more cognizant of their behavior and how they treat one another. Thus begin to comprehend our shared purpose of *learning well, staying safe, participating, and graduating*. We ask that you try to use this vocabulary at home so that students understand the relationship between school and home.
3. The middle school is designed to meet the unique needs of students during their transition from the elementary school to the high school. This period of change produces a set of characteristics common to this age group and peculiar to this level of development.
4. Biological changes taking place during this growth period alter not only the physical but also the social and emotional status of the students. Mental development is also in a transition stage as the students continue to move from dependent to independent learners. The different rates of transition require varied and unique programs designed to provide success for all students regardless of their stage of development.
5. Transitional period between elementary and high school:
 - a) Elementary: Self-contained, single teacher who acts as parent-teacher providing guidance and security; teacher moderates assignments in all subjects; social, emotional, and educational goals are addressed by teacher; subject time-on-task is varied.
 - b) Middle School: Bridge from elementary school to high school; transition to multiple teachers; opportunities for exploration and development of fundamental skills needed by all students; an environment where the child is most important and where the opportunity to succeed is ensured for all students to learn well, stay safe, graduate, and participate.
 - c) High School: Highly departmentalized structure addressed to preparing students for college or work environment; responsive to Regents mandates and examinations; student learning is more inner-directed and independent; social pressures increase as quest for independence increases.
6. Time for Developing, Maturing, Exploring:
 - a) Adolescents develop at different rates physically, socially, emotionally, and academically.
 - b) Young adolescents need to be part of a peer group. They resent being identified as different or inferior.
 - c) Young adolescents are flexible, inquisitive people who should be exposed to a wide variety of situations and experiences.

- d) Young adolescents need the opportunity for exploration and should be provided with a unique program adapted to the needs of the pre- and early adolescent.
- e) Young adolescents need a climate that enables them to develop abilities, find facts, weigh evidence, draw conclusions, determine values, and keep their minds open to new information to begin to assist them in becoming independent thinkers.

7. Need for Guidance and Structure:

- a) Though struggling for independence and distancing themselves from parents and other adults, adolescents need adult guidance and connections.
- b) They need a structure from which they can rest and develop their independence.

8. Teacher Expectations:

- a) The teacher has high expectations for his/her students and sees as his/her main goal as the development of the total potential of each individual child in the middle school.
- b) The teacher, knowledgeable in subject areas, strives to bring a high level of this knowledge to all students.

Characteristics of the Students at this Developmental Stage

The fundamental premise of the Middle School is that it is child-centered, based upon characteristics and needs of this unique age group. The varieties of physical appearance, size, maturation, and social/emotional readiness vary significantly within this two year age range from child to child. The following descriptions help us understand the characteristics of youth at this age level:

1) Physically:

- a) experience rapid growth and a variety of growth patterns
- b) are extremely restless and need a release of energy
- c) are self-conscious about sexual development
- d) experience uneven bone-muscle growth and as a result exhibit a lack of coordination

2) Socially:

- a) have critical attitudes and display an indifference towards adults, parents, and teachers in particular
- b) are concerned about presenting a positive image for the peer group
- c) strive to conform in order to achieve acceptance
- d) are continuously changing friends depending on peer pressures and interest, needs and wishes
- e) begin to explore certain aspects of their sexuality

3) Emotionally:

- a) exhibit erratic behavior – easily angered
- b) have ambivalent attitudes – want to be independent and yet hold on to the joys of childhood
- c) vacillate among interests
- d) possess a desire for approval
- e) identify and relate to the behaviors inherent in sex roles
- f) are anxious about the normalcy of development
- g) have sensitive feelings

4) Intellectually:

- a) display varying levels of skills, interests and abilities
- b) like to discuss experiences with adults
- c) demand privileges but avoid responsibility
- d) develop “hero” type worships – often a sports figure
- e) are easily discouraged if they do not achieve
- f) are capable of exploring and selecting learning materials and experiences on their own
- g) can be trusted to assume personal responsibility for their own learning

GENERAL INFORMATION FOR PARENTS OF NEW ENTERING STUDENTS

TIME SCHEDULE

Students may enter the building			7:46 A.M.
Period 1	7:56 A.M.	-	8:43 A.M.
Period 2	8:47 A.M.	-	9:28 A.M.
Period 3	9:32 A.M.	-	10:13 A.M.
Period 4	10:17 A.M.	-	10:58 A.M.
Period 5	11:02 A.M.	-	11:43 P.M.
Period 6	11:47 P.M.	-	12:28 P.M.
Period 7	12:32 P.M.	-	1:13 P.M.
Period 8	1:16 P.M.	-	1:57 P.M.
Period 9	2:00 P.M.	-	2:41 P.M.
Dismissal	2:41 P.M.		

ATTENDANCE

Students will gain the greatest benefit from consistent attendance at school each day that school is in session. One definite way in which parents can aid their child in school is to see to it that the child is present for all instruction given by the child’s teacher.

If it is necessary for a student to be absent from school, a parent should call the Attendance Office of the school as soon after 7:00 A.M. as possible. The telephone number is 992-1109. The attendance officer will attempt to call the parent of each student absent each day to ascertain the expected duration of absence and the reason.

Notes signed by the parent are required by law for all absences and lateness. On the day a student returns to school, absence notes are to be taken to the Attendance Office. There the return date, duration of absence, and reason for absence are recorded.

When a student arrives late to school, a note from the parent explaining the reason for lateness is required. When late, the student is to report directly to the Main Office to sign in.

Early dismissal is granted when the appointments, such as medical and dental visits, cannot be made other than during school time. While early dismissal is possible, parents are encouraged to avoid such appointments if at all possible, so that their child will not miss any instruction. When early dismissal is requested in writing, the note should state the date, time, and reason for the early release, and be signed by the parent.

SCHOOL NURSE

Our school nurses are on duty throughout the school day. Students who become ill or are injured during the day may request permission to report to the Nurse's Office. Since the school cannot, by law, dispense any medicines or perform any medical services other than first aid, the nurse will telephone the parent of a student in need of medication or medical services. The parent can then make proper arrangements for picking up the child at school. A student will be released only to the parent or guardian or other designee noted on the Emergency Contact/Release Form.

EMERGENCY CONTACT/RELEASE FORM

These are mailed home during the summer and must be returned to the Health Office by the first day of school. This form allows the nurse to have emergency information in the event of illness or injury during and after school hours. A copy of the form appears at the back of this book. This form is also available on the District website for you to download.

GUIDANCE

Guidance services are available to every student. We offer assistance with educational planning, career information, any school or social concerns, or any questions a student may wish to discuss with a counselor. A full-time psychologist and social worker are on the staff.

LIBRARY

The school library is open during the school day and after school Monday-Thursday for the After School Program for student use, both for assigned study or research work, and recreational reading.

CAFETERIA

Our cafeteria offers a daily choice of hot menus as well as sandwiches, salads, desserts, snacks, and beverages for student lunches. Students may bring their own lunch to school and supplement the lunch with soup, milk, dessert, etc. as they choose. Students can use their bar-coded ID cards to purchase lunch. Monthly menus are posted on the school website.

LOCKERS

Each student is assigned two lockers. The hall locker is to be used for coats, books, notebooks, lunch, and other personal belongings. The locker in the gym is for gym clothes storage only. Both lockers have combination locks. Insist that your child keep his/her locker combination private for maximum security. Students should not keep any valuables (jewelry, money, etc.) in their locker. If you feel your child needs a cell phone, it, too, must be stored in the locker.

TEXTBOOKS

Each student is responsible for all textbooks issued by the school. Fines for undue damage or replacement costs for lost books will be assessed at the end of the school year.

BUS TRANSPORTATION

Students who reside more than one mile from school are entitled to bus transportation to and from school. Bus passes for those eligible, bus routes and times, and a bus handbook will be mailed to students late in August. Late buses are available each day for bus students who wish to participate in after school activities, receive extra help with class work, or make up work missed due to absence.

As a parent, it is important for the safe operation of buses that you insist your child follow the regulations prescribed and exhibit behavior conducive to maximum safety. Violations of bus regulations may result in a suspension from the bus for a period of time.

GRADING SYSTEM AND REPORT CARDS

Report cards are issued to students four times during the year at ten week intervals. The report card will include three types of grades. The scholastic grade is numerical; sixty-five (65) is the passing grade. The attitude grade is a letter grade indicating cooperation, effort, and behavior. A teacher comment or two regarding your child's work is also included. A Progress Report is sent home after approximately five weeks of each ten week marking period. Honor Roll distinction is earned by attaining an 85 average or higher and attitude grades of at least satisfactory.

EXTRA-CURRICULAR ACTIVITIES

Grand Avenue offers a wide array of extra-curricular activities which are open to both seventh and eighth grade students. A list of clubs and teacher advisors will be mailed home in August. We encourage all students to join and become involved in these activities, which meet after school.

AFTER SCHOOL PROGRAM

Our After School Program provides our students with a place to do homework, use the computer, and take part in recreational activities. The program is held Monday through Thursday after school during two sessions: 3:10 p.m. - 4:10 p.m. and 4:15 p.m. - 5:10 p.m. Students may attend the first or both sessions.

HOMEWORK SUPPORT PROGRAM

This program is designed for those youngsters who **want** to succeed but are having some difficulty in accomplishing their academic goals. This could be as a result of an inability to focus on homework or a genuine incapacity to structure time on their own. This program is **not** to be considered in the same manner as extra help sessions with a subject teacher or a substitute for such help. This program should **not** be entertained for those few students who **refuse** to do homework. This program should not be thought of as punishment for not doing homework but rather as a reward for wanting to do it and somehow getting lost in the process.

The Homework Support Program meets every Monday, Wednesday, and Thursday from 3:00 p.m. to 4:00 p.m. in the Grand Library. It will be staffed by undergraduate and graduate students from local area colleges who are studying to become teachers. A certified teacher will be present at all times and on occasion, an education professor from our local colleges. Their purpose is to help students become organized and methodical in their approach to homework and to aid them in understanding its connection to work done in class. The ultimate goal of the program is to enable each student to become an independent worker and learner and ultimately move out of the program. Parents will receive a letter in October regarding the Homework Support Program.

PARENT CONFERENCES

Grand is your school. The staff welcomes your interest and involvement in the educational process of your child. At any time during the school year, parents may request an appointment with teacher or guidance counselor by calling the guidance secretary at 992-1120. She will handle all the details for making the appointment. Should you have a question for a teacher or a concern, please contact the teacher first. Most times, the issue is resolved at this level. Assistant principals should be contacted when the issue has not been resolved to your satisfaction with the teacher. The principal will meet with parents if the situation is not resolved via the teacher and the assistant principal.

EXTRA HELP

A student may seek extra help after school from teachers if they do not understand an assignment, if the work is difficult, or if they have been absent and have missed assignments and class discussions.

A teacher will sometimes request a student to stay after school if it is apparent that the student is having difficulty with his/her work. This is not to be thought of as a punishment, but rather as the desire of the teacher to help the student make the progress of which he/she is capable. Please note that the scheduled days of the week and times are subject to change at the discretion of the teacher. Changes to the schedule may occur

because of the teacher's desire to best meet the needs of his/her students. For example, so all students have the best opportunity to be successful, the date may change if a teacher decides to cluster extra help around a unit test.

STUDENT VALUABLES

Students are cautioned not to bring large amounts of money, electronic devices, or other valuables to school, and if they wear glasses or watches, to keep track of them at all times. Students, not the school, are responsible for their personal property. **Electronic devices (cell phones) are to be used in class for educational purposes only. Any inappropriate use may result in the removal of the device.**

DISCIPLINE

The teacher will handle minor disciplinary matters with the student involved. Any serious violation of good conduct will warrant the completion of a "Disciplinary Action" record which will be sent with the student to the Dean of Students. Serious violations will become part of a student's school record. Parents will be notified by the dean or administrator when a violation occurs. A copy of our discipline guidelines will be forwarded to you during the summer.

PASSES

When school is in session, pupils are to be in their assigned room unless they have specific permission to be elsewhere. Students who leave one room of the building for some other room during a class period must be in possession of a school pass. All students are to meet with all scheduled classes. Failure to do so will result in disciplinary action.

HELMETS AND BICYCLE STORAGE

Bicycle racks are provided for storage purposes in the rear of our building. Each student is responsible for locking his/her own bike. **Helmets must be worn** when riding a bicycle to and from school.

SMOKING

Students are not permitted to smoke at anytime in the school or on the grounds. Infractions of this rule will result in detention and possible suspension. Smoking by anyone on school grounds is prohibited.

NEW YORK STATE ASSESSMENTS

The district is required to administer New York State Assessment tests in English, Math, and Science to eighth grade students. Seventh grade students must do so in English and Math. Those students scoring below a Level 3 on these assessments will receive some form of Academic Intervention Services.

DESCRIPTION OF COURSE LEVELS

Accelerated Mathematics & Science

These courses are designed to meet the needs of students who are functioning at the highest performance levels in Mathematics and Science. In 7th grade, students will learn at an accelerated rate thereby completing the 7th and 8th grade curriculum in one year. In 8th grade, students will prepare for and take the Algebra CC and Earth Science Regents exams. Accelerated students begin a sequence which provides the opportunity for advanced placement courses in high school.

Honors English and Social Studies

This is a program for students who are functioning at highest performance levels in the Humanities (English and Social Studies). Emphasis is placed on developing critical thinking and research skills. Students in the Honors program begin a sequence which is expected to lead to advanced placement courses in high school.

Placement Process for Honors/ Accelerated Courses

When trying to recommend students into these programs, we make every attempt to look at the whole child. Information utilized in these recommendations include but are not limited to academic achievement, motivation, assessment test scores and a collaboration with elementary school teachers and administration. Any further clarification of these levels can be obtained by calling the Guidance Department at (516) 992-1120.

Regular Program

The regular program is created to meet the needs of most of our students. Students in this program are functioning anywhere from slightly above grade level to very near grade level. Courses are designed to be academically rigorous in the preparation for high school and beyond.

DESCRIPTION OF COURSES

ART DEPARTMENT

Seventh grade students participate in the Art program for an entire year, every other day, of the seventh grade. The curriculum is very diverse and includes many areas of study. Eighth grade Art is a continuation of the program established in seventh grade. Eighth Grade Art and Eighth Grade Advanced Art students also meet every other day for a full year.

Content areas include but are not limited to:

- I. Color Theory
- II. Design Theory
- III. Drawing and Painting Skills and Techniques
- IV. Study of Art History and interpretations of painting, including:
 - A. Abstract and Non-objective Art
 - B. Impressionism and Post Impressionism
 - C. Surrealism
 - D. Photorealism

Experience with many different media is provided, including:

- I. Pencil
- II. Ink and Marker
- III. Colored Pencil
- IV. Pastels
- V. Tempura
- VI. Water Color

Representative artists in each area are included as an integral part of class study.

ENGLISH DEPARTMENT

The study of English Language Arts at Grand Avenue focuses on the four strands of language acquisition: reading, writing, listening/speaking, and language usage and conventions. It is the dual goal of the English department that every student is well prepared for the academic rigor and challenges faced in high school, while students are simultaneously emotionally and socially thriving in a student centered classroom environment.

In grade seven and grade eight, the honing of literacy skills comprise the major focus of the curriculum through student exposure to varied texts and varied genres such as non-fiction, fiction, visuals and multi-media. Emphasis is placed on the close reading of all texts, writing from sources, and academic vocabulary. Students are encouraged not only to answer cognitively complex questions, but are empowered to formulate their own. Grammatical and syntactical fundamentals are readdressed and mastered. Seventh graders are introduced to library facilities by means of group orientation sessions conducted by the librarian.

Students have an opportunity to build on their reading and writing skills through support courses offered on alternate days. These courses will provide students with the opportunity to engage in writing prompts which address the four types of writing purposes: to inform, to explain, to persuade, and to describe. Students will also strengthen reading comprehension skills through various reading strategies.

HEALTH

Health education is a discipline characterized by study of the physical, mental, and social dimensions of the individual. These three concepts are the processes affecting human behavior, and serve as the unifying threads of the curriculum. Our curriculum follows the New York State and National Standards for Health Education.

Course content includes study of Mental Health, Emotional Health, Stress Management, Decision Making, Communication, Influences on Behavior, Violence Prevention, Sexuality/Growth and Development, Alcohol and Tobacco Education, Drugs, Diseases (HIV and Sexually Transmitted Infections), Sexual Harassment and Nutrition. Numerous and varied techniques are utilized in teaching health, such as role-playing and cooperative learning activities.

The Health course has been structured to present relevant, accurate, and current materials that will help the student identify his/her own health needs, and to prepare the student to meet the health problems of today. This course meets alternate days for the entire year.

HOME & CAREER SKILLS & TECHNOLOGY

Seventh grade students participate in both Home and Career Skills and Technology for one semester every other day for one semester opposite writing enrichment.

I. **Home & Career Skills 7 & 8**

Home and Career Skills is a program of instruction, primarily through applied activities, designed to prepare students to meet their responsibilities and understand their opportunities as parents or other members of families, consumers, home managers and wage earners. This subject meets every other day for one semester.

II. **Technology 7**

Computer Technology is an integral part of our instructional program across all curriculum areas and will be emphasized in a half-year course in 7th grade meeting on alternate days.

III. **Technology 8**

Technology education is a program of instruction designed to develop an understanding of systems in fields such as production, transportation, construction, and communications by emphasizing applied activities through working with tools, machines and devices used in the home and workplace. This course is offered in 8th grade on alternating days for the academic year and is called *Gateway to Technology*. This is a pre-engineering course designed to attract more students to the profession. This course is continued in high school as an elective.

WORLD LANGUAGES

Prior to beginning seventh grade, students elect to pursue French, Italian, Mandarin Chinese, or Spanish and study this language throughout middle school and high school. Each curriculum offer students an opportunity to acquire a second language and learn about new cultures and their peoples. The

goal of the World Languages program is to develop the four language skills of listening, speaking, reading, and writing and a cultural awareness that will prepare our 21st century learners to be global citizens. The district's program culminates in twelfth grade, with courses that provide students with opportunities to earn college credit.

The middle school sequence lays the foundation for understanding, speaking, reading and writing in the language as well as developing a knowledge and appreciation of the background and customs of the target language culture. A communicative approach to the prescribed topics allows students to express themselves in real-life situations. Technology and a variety of media are used in daily instruction so that students are presented with authentic language experiences. The curriculum, aligned with the Common Core Standards, develops skills valuable in all content areas. Students' middle school language study culminates in the FLACS A Regional Examination at the end of eighth grade.

MATHEMATICS

The Mathematics curriculum offers the student a variety of courses consistent with the maturity and ability level of each individual.

An accelerated program, which commences in the seventh grade, offers the self-disciplined student, who exhibits high interest and ability in mathematics, an opportunity to take a course that consolidates seventh and eighth grade mathematics into one year. In this accelerated course, the pacing requires students to learn and apply in rapid development algebraic processes and geometry related topics. Upon successful completion of this course, eighth grade students will study the NYS Algebra Common Core Curriculum and will take Algebra CC Regents exam in June.

The grade-level seventh grade course meets and exceeds NYS standards. This course is designed to take students from their elementary school experiences with mathematics to the foundational levels of algebraic thought as well as working with integers and other topics. Students will experience mathematics in the classroom through a variety of learning activities to include algebra manipulatives, on-line resources, technologies, demonstrations, cooperative group assignments and explorations.

The Mathematics program places an emphasis upon improving students' skills in the solution of verbal problems and developing, applying, and reinforcing reading and study skills. When entering the seventh grade, students will have covered following topics: Ratios and Unit Rates, Arithmetic Operations including Dividing by a Fraction, Rational Numbers, Expressions and Equations, Surface Area, Volume, and Statistics. In the seventh grade, there is more in-depth study of the following topics: Ratios and Proportional Relationships, Rational Numbers, Expressions and Equations, Percent and Proportional Relationships, Statistics and Probability, and Geometry. In the eighth grade, topics of study include, but are not limited to: Integer Exponents and Scientific Notation, Concept of Congruence, Similarity, Linear Equation, Examples of Functions from Geometry, Linear Functions, and Introduction to Irrational Numbers using Geometry.

MUSIC DEPARTMENT

Students are surveyed by a letter to determine their musical interest. Students are assigned to one of the courses described below on an alternate day basis for a full year.

I. Instrumental Music

A. Band

Students who have experience in playing a band instrument will be assigned to "Band 7".

B. Orchestra

Students who have experience playing a stringed instrument will be assigned to the “Concert Orchestra”.

II. Vocal Music

Students with experience, who express a desire to sing and accept the responsibility to perform at our Concerts, will be assigned to “Chorus 7”.

III. Introduction to Music

Students without prior experience or a desire to perform in a concert, will be scheduled for Introduction to Music.

PHYSICAL EDUCATION DEPARTMENT

I. Physical Education Classes

All students are assigned to co-ed physical education classes on an alternate day basis for a full year. The classroom activities are designed to provide physical activities: for the individual; as a member of the team; and which stimulate an interest in recreational activities which can be continued into adult life. Examples are: basketball; calisthenics; walking wellness; football; ultimate frisbee; soccer; softball; track; volleyball; and project adventure.

II. Adaptive Physical Education Classes

Activities, which are accepted by the family physician, are designed for students who have a temporary or permanent physical disability. Students participate in these activities on an alternate day basis until the family physician gives the child permission to return to the regular physical education class.

III. Intramurals

Intramurals are before and after school activities designed for students who desire to compete in individual team sports with other students in our school. They take place on several afternoons per week and/or prior to the start of the school day.

Activities for intramurals generally include: basketball; flag football; badminton; archery; ping-pong; weight training; and gymnastics.

IV. Interscholastic Athletics

These competitive sports are for boys and girls who desire to compete against students from other schools. Students practice for one and one-half to two hours per day after school during the season.

Girls:

Fall Season: 7th grade soccer, 8th grade soccer, 7th & 8th grade cross country track.
Winter I Season: 7th grade volleyball, 8th grade volleyball.
Winter II Season: 7th grade basketball, 8th grade basketball.
Spring Season: 7th grade softball, 8th grade softball, 7th & 8th grade track,
7th grade lacrosse, 8th grade lacrosse, 8th grade tennis.

Boys:

Fall Season: 7th grade football, 8th grade football, 7th grade soccer, 8th grade soccer,
7th & 8th grade cross country track, 8th grade tennis.

Winter I Season:	7 th grade basketball, 8 th grade basketball.
Winter II Season:	7 th & 8 th grade wrestling, 7 th grade volleyball, 8 th grade volleyball.
Spring Season:	7 th grade baseball, 8 th grade baseball, 7 th & 8 th grade track, 7 th grade lacrosse, 8 th grade lacrosse.

To be eligible to try out for a team, all participating students must have FOUR forms submitted via Rank one sport. Rank One Sport is an online athletic management system utilized by the Bellmore-Merrick school district in order to organize student medical information so that it is readily accessible by privileged users when needed. *Please note: All of the above forms are required to be submitted **within 30 days prior** to the start of try-outs. For more in-depth information and the link, please go to our District website and search under Quick Links for Nurse Information.*

1. Health Appraisal Form (physical examination form)

This form will be sent to incoming 7th graders in a mailing from Grand Avenue in June. Medical forms including medication order forms are always accessible from the Bellmore-Merrick Central High School District website.

The physical exam is valid for one calendar year from the date of the exam and must be current in order for the student to participate in sports. *For example: if a physical exam is completed August of 2015 it expires August 2016 and a new physical exam is required.* Under NYS law, this form must be signed and stamped by the examining physician in order to be valid.

Ideally the student's physical examination and health appraisal form should be completed by his/her private physician, as he knows your child and his/her medical history best. If necessary, your child may be seen by the school physician. To do so you must check the box on the bottom of the health appraisal form, sign it, and return it to the Health Office. **Only students participating in a sport may have a physical exam completed by the school physician.* There is also limited availability for physician visits; therefore, appointments will be made in the order in which parent consent is received by the health office nurses. **Furthermore, completed physical forms should be returned to the health office ASAP so that the information may be manually entered into Rank One Sport.**

2. Sports Candidate Health History

This form is a questionnaire which provides pertinent medical information and serves as a parental permission slip for the student to compete in sport activities with said modifications if necessary. A new "Sports Candidate Health History" form must be completed, signed, and submitted via Rank One Sport **within 30 days prior** to the start of each sports season.

3. Coach's Emergency Contact Card

This form provides each coach a brief summary of the student's medical/health history including any medications he/she may require, as well as, emergency contact information. Once this form is submitted via Rank One Sport, it is valid for that school year; however, in the event any changes are made, a new emergency contact form must be submitted.

4. Policy and Procedures for the Management of Head Injuries

This form explains our District's policy regarding concussions. A section of the form must be completed, signed by a parent, and submitted via Rank One Sport. Only one "Concussion Management Agreement" is required for each school year.

SCIENCE

The middle school years, grades 7 through 8, are a time of tremendous physical, emotional, and cognitive changes for students. It also is a pivotal time in their understanding of and enthusiasm for science. Research has shown that if educators do not capture students' interest and enthusiasm in science in grade 7, students may never find their way back to science. At Grand Avenue Middle School science concepts will be presented in an age-appropriate, engaging way so that students can build on their prior knowledge and attain the necessary background to participate successfully and responsibly in our highly scientific and technological society. Instruction will nurture curiosity about the natural world and include "hands-on, minds-on" inquiry-based science instruction aligned with the science content and process skills outlined in the New York State Science Learning Standards and the Next Generation Science Standards. It is the goal of the Grand Avenue Science Department to inspire our students to actively participate in a global society as scientifically informed citizens and problem-solvers by connecting the past to the present in order to shape the future.

SOCIAL STUDIES

Social Studies curriculum in grades 7 & 8 will focus on United States and New York State History. The two year sequence is organized chronologically beginning with the settlement of North and South America by Native Americans culminating in an examination of 21st century America. Both courses emphasize historical thinking skills and address the five New York State Social Studies Standards: the History of the United States, World History, Geography, Economics, and Civics Citizenship and Government. Common Core Learning Standards will be addressed through the close reading of complex primary and secondary sources. Grade 7 course content begins with the exploration of pre-Columbian times through the end of Reconstruction in 1877. Grade 8 course content traces the human experience post-Reconstruction through the end of World War II. Post World War II units of instruction to the present day will be addressed thematically. Instruction in grades 7 & 8 will apply historical thinking skills to the study of history. These skills include the development of chronological reasoning, causation, periodization, comparison and contextualization and crafting historical evidence based on evidence.

ADDITIONAL PROGRAMS

SPECIAL EDUCATION

Special Education programs at the middle school level are designed for students who, due to learning issues, are experiencing significant difficulty in meeting with success in school. The goal of all Special Education programs in the Central High School District is to help our students grow academically, socially and emotionally. We accomplish this by providing the best possible educational experience to challenge each of our students.

Students are assigned to special education classes, Resource Room, Alternate Day Support class, or the Collaborative Teacher program by the Committee on Special Education.

Resource Room Program

The purpose of the Resource Room is to provide support and supplemental instruction for students in mainstream class placements and activities. Resource Room is a service that provides students with remediation, assistance with organizational and study skills as needed, and support in the areas of reading, writing, mathematics, and content area classes. A variety of interventional techniques and strategies are utilized. Ongoing communication between the Resource Room teachers, mainstream teachers and parents is considered very important to ensure congruence with the mainstream class and the greatest possible success for each student. Students are scheduled for Resource Room on a daily basis.

Alternate Day Support

Alternate Day Support classes provide support and supplemental instruction to students who attend this class on an alternate day basis. Organizational and study skills are emphasized.

Collaborative Program

In this program, classified students are scheduled in a regular academic placement with the support of two teachers, a special education teacher who works with the general education teacher on a daily basis in a team teaching approach in the four core academic classes. In addition, students are scheduled for a daily support class with the special education teacher, who provides subject specific assistance in the four academic subject areas.

Learning Development Class: Merrick Avenue Middle School

The LDC program is a self-contained special education class for students with significant disabilities. The major goal of this program is to help the student apply the academic skills of reading, math and writing to complete functional tasks required for successful independent living. Students can be grouped for instruction in this setting for as many as five periods per school day. Instruction in this class is delivered by a special education teacher.

Students are mainstreamed wherever possible and can, if appropriate, also attend selected classes in our special education departmentalized program called the Merrick Avenue Challenge (MAC) program.

Merrick Avenue Challenge: Merrick Avenue Middle School

The MAC program is a special education departmentalized program offering special education content area instruction in Grade 7 and Grade 8. MAC classes are taught by different teachers in the Special Education department. The MAC curriculum is similar to and parallels the mainstream curriculum. MAC classes offer modified individualized instruction in essential mainstream courses.

TITLE I PROGRAM

The Title I Program is a federally-funded program in Reading and/or Mathematics for the child who is two years below grade level in one or both of these areas.

Students are selected for the seventh grade Reading or Math program on the basis of standardized test scores and teacher recommendation. The Pupil Personnel team identifies these children. These students are then scheduled to receive services in Reading and/or Math.

Because seventh grade is a transition from elementary to secondary school, it is important that students develop and strengthen their skills. This is an opportunity for students who are weak in some Reading or Math skills to receive additional instruction designed to help them become more effective learners.

The Guidance Department and the Title I specialists are available for any questions you may have about your child's progress.

**BELLMORE-MERRICK
CENTRAL HIGH SCHOOL DISTRICT**

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