



## **PARENT & STUDENT HANDBOOK**

***2011-2012***

### **Catherine & Count Basie Middle School 72**

***133-25 Guy R. Brewer Boulevard***

***Jamaica, NY 11434***

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**Crystal Taylor-Brown, Principal**

***"Advancing Minds. Inspiring Futures."***



## Our Mission

**Catherine & Count Basie Middle School 72** cultivates in its students a **passion for learning** and a **respect for others**. **Embracing diversity** and the **pursuit of excellence**, we create a community in which individuals develop **competence, confidence** and **character**. Our **active learning environment, in and out of the classroom**, develops **creative and critical thinkers**, unafraid to **express their ideas**, and prepared to **seek meaningful lifetime success**.

The faculty, staff and administration of Catherine and Count Basie Middle School 72 are committed to giving your child an exciting, productive, and rewarding educational experience.

### Student Oath

***I AM A SUCCESS IN THE MAKING  
I AM BEAUTIFUL, SMART, AND WISE  
I EXUDE INTELLIGENCE  
I WILL ACHIEVE MY LIFE'S GOALS  
I WILL MAKE A DIFFERENCE  
I AM A SUCCESS!***

### THE S.O.U.N.D.S. OF CATHERINE & COUNT BASIE MIDDLE SCHOOL 72

- S** - **Show Self-Respect** at all times
- O** - Own Up and take **Responsibility** for your actions
- U** - **Understand** the importance of an education
- N** - **Never quit** or deprive yourselves of an education
- D** - **Desire** to be **Determined** and **Driven** to achieve academic excellence and success
- S** - **Seek** and **Strive** for academic excellence and success

# **SCHOOL YEAR CALENDAR**

## **2011-2012**

### **2011**

|           |        |                      |   |
|-----------|--------|----------------------|---|
| September | 7,     | Wednesday            | School Sessions Begin for All Students  |
| September | 29-30, | Thursday & Friday    | Rosh Hashanah   |
| October   | 10,    | Monday               | Columbus Day Observed   |
| November  | 8,     | Tuesday              | Chancellor's Conference Day.<br>Students will <u>not</u> be in attendance.                        |
| November  | 11,    | Friday               | Veterans' Day   |
| November  | 24-25, | Thursday & Friday    | Thanksgiving Recess   |
| December  | 24-    | Monday through       | Winter Recess ( <i>including Christmas</i>  |
| January 2 |        | and including Monday | & <i>and including New Year's</i> ). Students<br>return to school on Tuesday, January<br>3, 2012. |

### **2012**

|          |        |                          |  |
|----------|--------|--------------------------|--|
| January  | 16,    | Monday                   | Dr. Martin Luther King, Jr. Day  |
| February | 20-24, | Monday through<br>Friday | Mid-Winter Recess ( <i>including<br/>Washington's Birthday</i> ). School Closed.   |
| April    | 6-13,  | Friday through<br>Friday | Spring Recess ( <i>includes Good Friday<br/>Easter and Passover</i> ). Students return<br>to school on Monday, April 16. |
| May      | 28,    | Monday                   | Memorial Day Observed  |
| June     | 7,     | Thursday                 | Chancellor's Conference Day.<br>Students will <u>not</u> be in attendance.   |
| June     | 27,    | Wednesday                | <b><u>LAST DAY FOR ALL STUDENTS</u></b>  |

## Bell Schedule

| <u>MONDAY—THURSDAY</u> |                              |
|------------------------|------------------------------|
| <b>0</b>               | <b>7:30a.m.—8:15a.m.</b>     |
| <b>A.M Homeroom</b>    | <b>8:20a.m. — 8:35a.m.</b>   |
| <b>1</b>               | <b>8:38a.m. — 9:23a.m.</b>   |
| <b>2</b>               | <b>9:26a.m. — 10:11a.m.</b>  |
| <b>3</b>               | <b>10:14a.m. — 10:59a.m.</b> |
| <b>4</b>               | <b>11:02a.m. — 11:48a.m.</b> |
| <b>5</b>               | <b>11:51p.m. — 12:37p.m.</b> |
| <b>6</b>               | <b>12:40p.m. — 1:26p.m.</b>  |
| <b>7</b>               | <b>1:29pm—2:15pm</b>         |
| <b>8</b>               | <b>2:18p.m.—3:04p.m.</b>     |
| <b>P.M Homeroom</b>    | <b>3:07p.m.—3:17p.m.</b>     |

| <u>FRIDAY ONLY</u>   |                              |
|----------------------|------------------------------|
| <b>0</b>             | <b>7:30a.m.—8:15a.m.</b>     |
| <b>A.M Homeroom</b>  | <b>8:20a.m. — 8:35a.m.</b>   |
| <b>1</b>             | <b>8:38a.m. — 9:19a.m.</b>   |
| <b>2</b>             | <b>9:22a.m. — 10:03a.m.</b>  |
| <b>3</b>             | <b>10:06a.m. — 10:47a.m.</b> |
| <b>4</b>             | <b>10:50a.m. — 11:31a.m.</b> |
| <b>5</b>             | <b>11:34a.m. — 12:15p.m.</b> |
| <b>6</b>             | <b>12:18p.m. — 12:59p.m.</b> |
| <b>7</b>             | <b>1:02p.m.—1:43p.m.</b>     |
| <b>8</b>             | <b>1:46p.m.—2:27p.m.</b>     |
| <b>P.M. Homeroom</b> | <b>2:30p.m.—2:40p.m.</b>     |

## ACADEMY ABBREVIATIONS



E/D

The Academy of  
Exploration & Discovery



YSL

The Young Scholars & Leaders  
Academy



L/I

The International Academy of  
Law & Justice

# **The Academy of Exploration and Discovery**

**Exploring our world and discovering new concepts and phenomena as a community of learners**

The transition to middle school is a very difficult one for most youngsters. However, at Middle School 72 we have created an environment which makes this transition as smooth as possible. We have created a way to infuse the security of elementary school with the rigorous requirements of middle school.

At Middle School 72 we are committed to giving your child an exciting and challenging grade education that will provide all the necessary tools for success throughout their secondary educational years. Not only do we cover all of the basic core subjects, students also have the opportunity to explore the field of Journalism or Mathematics in depth within this academy. Our students will also have the opportunity to explore their creative sides through art, music and dance.

Through our innovative curriculum we are able to give more time and attention to our students' individual needs. This is done using a three-prong approach, similar to the three legs on a stool. One leg is our trained faculty and staff. The second leg is the student, who is expected to take on the responsibility of his/ her education and come to school prepared to learn. The final leg is equally important – you; our parents who support both your children and the teachers and are committed to attaining the best education possible. Without all three legs the stool can't stand.

# **The International Academy of Law and Justice**

**Breaking barriers through academics, service,  
and embracing the principles of justice**

***The International Academy of Law and Justice*** has been founded on the beliefs that all students have innate gifts and talents. Our goal is to implement a curriculum that successfully prepares our youth to meet the opportunities and challenges of the new millennium.

***The International Academy of Law and Justice*** will prepare our children for the future educationally by infusing the core curriculum model with social awareness, diversity, law and justice as instructional themes. Our main goal is to strive for academic excellence. The curriculum for this academy has been built with the students' needs, strengths, talents, and interests in mind.

Within this program the students will be taught rigorous academic strands of Language Arts, Mathematics, Science, and Social Studies. In addition, students will be able to complement their program with a number of electives which include the study of case law and diversity.

# **The Young Scholars & Leaders Academy**

## **Utilizing Rigorous- Content-Based Curriculum and Differentiated Instruction to Meet the Sophisticated Learning Needs of Children**

***The Young Scholars and Leaders Academy*** is designed to meet the unique educational and social/ emotional needs of all students in grades 6 through 8. Our course offerings span from those students who require special services and individualized instruction to those who have outstanding academic skills and a capacity for excellence far beyond that of their chronological peers. For students who demonstrate the ability to perform academically at exceptionally high levels, we offer Accelerated Regents Courses where they can receive high school credit in English Language Arts, U.S. History & Government, Integrated Algebra and Earth Science Regents.

***The Young Scholars and Leaders Academy Regents Program*** is framed in an intense curriculum with highly rigorous content designed to respond to the needs of gifted learners. Thus, students within this academy move at an accelerated pace and the components of their curriculum are distinctly different than their peers. Students within this academy will have various acceleration options which include: advance placement courses, differentiated study experiences for individuals and cluster groups, enrichment services, mentoring, and opportunities to apply for specialized schools throughout the state and the country.

***The Young Scholars and Leaders Academy*** seeks to provide differentiated opportunities for learning that correspond with the abilities and talents of students. It also offers alternative learning environments in which students can acquire skills and understandings of advanced ideological and creative levels. We seek to nurture and develop students' sense of responsibility to others and commitment to constructive ethical standards. We also seek to foster the development of a realistic and healthy concept of self through self-knowledge and self-acceptance.

### **Admission Requirements for Honors/ Regents Program:**

- ❖ Minimum Score Of 3 On Standardized English Language Arts And Mathematics Exam
- ❖ Exemplary Academic Performance And Behavioral Grades
- ❖ Sample Student Work
- ❖ Parent Questionnaire
- ❖ Completed Application Including Required Essay
- ❖ Student Interview
- ❖ Strict Adherence To The Dress Code
- ❖ Teacher Recommendations In Literacy And Mathematics
- ❖ High Percentile Score On MS 72's Young Scholars & Leaders Examination

# Student Expectations

## **Respect Yourself:**

*Do only those things that will help you to achieve a successful future.*

## **Respect Your Associates:**

*Treat your associates with courtesy, justice, and truthfulness.*

## **Respect Property:**

*Take care of your things and take care of those things which we share.*

# The 12 Non-Negotiable Rules & Regulations

1. Attend school **daily** and arrive **on time**.
2. Leave all outer clothing in your homeroom closet.
3. Move quickly from class to class. Enter the room quietly, take your assigned seat, and begin work immediately.
4. Be prepared to work **every day**. Bring large loose-leaf binder, assignment notebook, pens, pencils, rulers, protractors, and all equipment required for learning.
5. Do homework **nightly**. There is **homework help provided after school**.
6. **Eat only** in the **cafeteria**. Gum chewing and candy are prohibited even in the cafeteria.
7. Do not bring cards, ipods, games, cellular phones, laser pens, and/ or other items not related to academic instruction. They will be confiscated.
8. Keep your desk area clean.
9. Do not engage in physical or verbal violence. Learn to disagree without being disagreeable. **Do not fight**.
10. Respect the building. Do not write graffiti or deface any part of the building.
11. Show your student program card or ID to any adult in the building who requests it.
12. **Wear the school uniform daily**. Hats are not to be worn in the building. Hooded sweatshirts are not permissible. Navy blue sweaters are acceptable outer garments to wear during the academic day.

# General School Wide Expectations

## Attitude, Behavior and Language

- All students are expected to aim high and strive to reach his/her personal best.
- You are expected to be respectful and courteous at all times while you are on school grounds, on the buses, walking on the way to and from school, and during school related activities.
- Parents and students should be aware that when students travel to and from school they are accountable for their actions under this Code of Conduct.
- You are expected to be courteous and respectful to all members of the school community when you have any contact with them in school or outside of school.
- Inappropriate public displays of disrespect will not be permitted.
- Be a responsible and honest member of our school community.
- You have the duty to be honest. Your honesty about any situation is a most important factor in any decision. Dishonesty deprives you of your most prized possession: **YOUR GOOD NAME.** Your good Name is influenced by what you do each day.
- Maintain high expectations for yourself.
- Practice safety at all times.
- Take responsibility for our school community by using common sense.
- Have a positive attitude each day.
- Act appropriately in the building and on its grounds.
- Move about in an orderly manner both inside and outside of school.
- Be courteous and respectful to teachers, staff and each other at all times.
- Using good study habits will strengthen your academic performance.
- Think before you speak. Your language or use of words reflects how you feel and what you think about yourself.

# Student School Wide Uniform Code of Conduct

|  <b>Rules</b>                                      |  <b>Consequences for Infractions:</b> | <b>Rewards</b><br>                         |
|---|--|---|
| <b>1. Students must arrive to school and to class <u>on time</u>, <u>prepared to work and learn</u>.</b>                            | <b>1. Verbal Warning</b>   | <b>1. Verbal Praise</b>   |
| <b>2. Respect the three P's- <u>People</u>, <u>Property</u>, and <u>Procedures</u>.</b>   | <b>2. Student/Teacher Conference</b>   | <b>2. Positive Parental Contact</b>   |
| <b>3. Come to school and to class <u>dressed in full uniform</u>.</b>   | <b>3. Parental Contact</b>   | <b>3. Incentives - (Basie Bucks, Stickers, awards, certificates, school wide acknowledgment via PA system or newsletters)</b> |
| <b>4. <u>Refrain</u> from <u>eating, drinking, wearing headgear or outer garments, or bringing electronic devices</u> to class.</b> | <b>4. Referral to Dean with Anecdotal.</b>   | <b>4. Token Gifts (novelty items, school paraphernalia, pens, pencils, highlighters)</b>                                      |
| <b>5. Complete <u>ALL assignments</u> in a <u>timely fashion</u>.</b>   | <b>5. Conference with Dean, Parent, Student, and Teacher.</b>  | <b>5. Luncheon with teacher</b>   |
|   |  | <b>6. Class Leadership Position</b>   |

# **Student Homework Policy**

- Students will receive homework **every night**. A typical night will include an assignment in Literacy, Math, Science, Social Studies, and one other subject. Additionally, students are required to read any literature of their choice for a minimum of 30 minutes. The goal is to develop a love and appreciation for reading, thus they should have the freedom to select their preferences.
- **Homework must be recorded every day in the student planner**. Parents must initial the planner each night to signify that they are aware of the homework assignment and have verified that it has been completed. (Planners are provided for your child).
- Daily homework is due the day after it is assigned (unless otherwise specified). Late homework submitted will be accepted with a reduction in the grade. After the one day grace period, the assignment will not be accepted. Only those students with excused absences due to illness will be given the opportunity to make up missed assignments.
- Students are encouraged to type written assignments if they have access to a computer. All typed documents must be in Times New Roman font, size 12-font, and double-spaced.
- All work must contain the proper school heading. The heading should consist of the student's name, class number, the school name, and the date. After the heading the name of the subject and a description of the assignment should follow. (See below for example).

**M. S. 72**

**Darie B. True**

**Class 600**

**September 8, 2011**

**Math – pg. 105 #'s 1-20**

- All homework assignments must be signed by parent/ guardian. If a student is absent, he/ she is responsible for making up all missing assignments. Make-up assignments must be accompanied by a valid note with a parent signature. Assignments must be submitted in a timely fashion in order to receive credit.

# **More About Student Homework**

- Homework is an extension of classroom instruction. It may introduce new material and reinforce skills.
- Homework, including appropriate deadlines, develops lifelong patterns of responsibility and reliability. Taking responsibility for your assignments, managing your time and working to complete a task, even though you might rather be doing something else, are skills that will contribute to your success throughout life.
- Your homework must show evidence of care and thought. It must be neat, legible, and grammatically correct.
- Work is expected to be completed and passed in on time.
- Parental involvement in the homework process is encouraged. It is recommended that parents provide a setting conducive to doing homework and a definite time period during which homework must be done. By assuming this role, your parents can be in a position to check your progress and the quality of your homework assignments.

## **Study Tips**

- i. Have your planner with you at all times and use it to write down everything you need to remember.
- ii. Be sure you understand your assignment. If you don't understand it, ask your teacher.
- iii. Before leaving school, ask yourself what you need to take home with you (books, paper, etc.). Take everything you will need to complete your assignments.
- iv. Establish a study schedule.
- v. Study in a quiet, well-lit place where it is easy to think and where there are few interruptions.
- vi. Have all the necessary materials at hand when you begin. Ask yourself, "Do I need a pen, a dictionary, crayons, more paper, etc.?"
- vii. Plan to study for the amount of time you can sit still. Do something active for a few minutes, and then start again.

## **Grading Policy**

The grading policy for all classes is based upon student participation, student work, attendance, quizzes, test, projects, reports, and homework. Separate grades are assigned for behavior. See individual class syllabi for specific subjects' grading policies.

### **Promotion Criteria/ Graduation Criteria**

Students in sixth, seventh, and eighth grade are required to meet the following criteria in order to be promoted and/ or graduate:

- ❖ *Pass all classes with a **minimum score of 65***
- ❖ *Score a **minimum of level 2** on Standardized Mathematics and English Language Arts Examinations*
- ❖ *Possess a **97% attendance rate***
- ❖ *Submit **Social Studies Exit Project** (Due: Feb 2012 )/ **Science Exit Project** (Due: April 2012)/**English Portfolio** (May 2012)/ **Math Portfolio** (May 2012)*

### **Academic Probation / Progress Reports**

The middle school years are vitally important to a child's intellectual and emotional growth. During this time, students should learn the academic habits and skills that will support their learning throughout grades 6-8 and beyond. Middle School 72 has therefore developed the following guidelines:

If a student has either an overall average below 70 percent OR is failing a class (below a 65 percent), the advisor teacher will meet with the child's cluster teachers, and separately with the student to determine what is keeping the child from greater academic success. These conferences will typically take place during Advisory class (which meets once per week). With that information in hand, the cluster team including the advisor will meet to develop an improvement plan. The plan will most likely include a daily checklist that will be monitored by the teacher team members. If difficulty persists academically and/ or behaviorally the advisor will meet with the Behavior Management Team (BMT) which consists of minimally the guidance counselor, the assistant principal, the IEP Teacher (if applicable), and the school psychologist to suggest additional interventions and strategies to help the student improve academically or behaviorally.

This checklist could include homework completion, class participation and required meetings with teachers during extra instruction. The student will also initially be suspended from participation in competitions in sports for one week (one or two games). The student's academic performance will be reassessed after one to two weeks and will be based on grades, effort, teacher comments and other necessary indicators of progress. A student will become eligible to compete again once he or she has demonstrated effort and progress, and a plan has been put in place to continue the improvement.

There are four semesters within the academic school year. **Progress Reports** are distributed and/ or mailed home at the mid-point of all four semesters in the following months: **October, January, March and May.** These interim reports indicate the academic performance of all students.

Students who are having academic difficulties will be placed on academic probation and reports may read "Promotion in Doubt." Progress reports are not a prediction of future outcomes, but provide advance warning to students who are not performing at the required levels for promotion. Students on academic probation will be required to utilize the **Academic Performance Tracking Sheet**. Students' progress in core curricular subjects as well as their behavior will be assessed **daily** for a *minimum of three weeks*. **Parents must review and sign the Academic Performance Tracking Sheet every night.** The purpose of this form is to hold students accountable for demonstrating improvement academically and/ or behaviorally in the areas in which they are underperforming. Standardized testing (i.e. Princeton Review) will also be administered to students to gather additional information about students' progress. For students that are on academic probation, below are some helpful suggestions to address this issue:

- ❖ *Make an appointment with the guidance counselor within your child's academy.*
- ❖ *Make an appointment with the teachers with whom your child is experiencing difficulty.*
- ❖ *Utilize the academic support and enrichment programs available at Catherine & Count Basie Middle School 72.*
- ❖ *Speak with the Parent Coordinator to see if there is additional tutoring and/or other services in the neighborhood for which your child is eligible.*
- ❖ *After meeting with the teacher and/ or guidance counselor, talk with your child about setting important goals for the remainder of the year.*
- ❖ *Review with your child what you and the teacher expect in terms of homework assignments.*

### **Report Cards**

Report cards are distributed once every semester during the months of November, February, April, and June. Parents are required to pick up student report cards during Parent-Teachers Conferences in the fall and the winter. During the spring semesters, report cards will be distributed to students and/ or mailed directly to the home.

### **Exam Schedule**

The examination schedule is provided on the Department of Education's website at <http://nycenet.edu/>. Copies of the schedule will be distributed to students once it becomes available.

### **Enrichment Programs**

***Saturday Success Academy*** is a tutorial program especially designed to

address students' academic needs in mathematics and literacy. Students who are in danger of not passing a Mathematics or English class because of excessive tardiness, lateness, or difficulty in either subject area are strongly encouraged to enroll in this program. This program also specifically addresses the skills and strategies necessary to prepare students for Standardized Mathematics and English Language Arts Exam as well as the Specialized High School Exam.

***Saturday Success Academy*** will begin in early October 2012. Each session will take place at 9:00a.m-12:30p.m. It is of the utmost importance that students sign up for this academy as soon as the application is available. Space is limited and admittance into the program will be on a *first come, first serve basis*. This program is very **intensive** and designed for students who are **committed to learning**. Therefore, more than one absence, excessive lateness, or any behavior-related incidents may result in expulsion from the program.

***21<sup>st</sup> Century Young Scholars & Leadership Program*** - Students in the YSL Regents Academy are required to attend this preparatory program during the summer. This course takes place on Mondays through Thursdays from 9:00am to 12:30pm. It continues throughout the academic year in conjunction with Saturday Success Academy. Eighth graders in other academies are welcome to participate, however, they must be recommended by their ELA and Math Instructors. Please look for literature regarding this program during the first month of the school year.

***Regents Preparation Program*** - Student must be recommended by their core subject teachers, maintain a minimum average of an 80% cumulatively and take a qualifying examination in order to participate in our Regents Preparation Tutorial Program. This program offers hands-on, professionally trained, certified teachers who will prepare your child to prepare for the High School Regents Examination in Earth Science and U.S. History. Performing well on these exams will result in your child's receiving credit in two major courses in high school. In addition to the qualifying exam, your child was specially selected based on his/ her performance on the Math and ELA State Examinations, teacher recommendations, as well as their academic and behavioral performance for the current school year. Please note that these courses are highly rigorous, challenging, and critical to your child's successful performance on this very difficult exam. Attendance to all sessions is mandatory. Please note that in order for your child to obtain the appropriate amount of credit hours required for the Earth Science Regents Lab, he/ she MUST attend ALL sessions, and make up the work for any EXCUSED absences.

***Specialized High School Examination Prep*** - Students must take a qualifying examination in order to attend this tutorial program. Classes take

place twice per week for 2 hours. Students are tutored for the SHSAT, which tests for logical thinking and high ability in both English and mathematics. Both sections consist of multiple-choice questions.

Based on students' scores, they can qualify for admission in one of the following schools:

Bronx High School of Science, The Brooklyn Latin School, Brooklyn Technical High school, Fiorello H. LaGuardia High School of Music & Art and Performing Arts, The High School for Math, Science and Engineering at City College, The High School of American Studies at Lehman College, The Queens High School for the Sciences at York College, Staten Island Technical High School, and Stuyvesant High School. Each of the specialized high schools has its own unique features but most emphasize mathematics and science.

***Tutorial Programs*** - In addition to the formal programs described above, over 60% of the teachers at MS72 volunteer their lunch time and at least one hour after school to provide free tutoring for students who are struggling academically and need more individualized instruction and attention.

## **ACCELERATED REGENTS PROGRAMS**

***English Language Arts*** - The purpose of the course is to familiarize students with the New York State English Language Arts Regents Examination and the format. The English Regents requires four essays, each structured differently. Combined, they are intended to assess students' abilities to read, write and listen for:

- information and understanding,
- literary response and expression,
- critical analysis and evaluation, and
- social interaction, as per the state's standards for English Language Arts.

The exam is administered in two three-hour sessions, usually on different days. There are four separate parts:

- ***Task I-A***: A passage is read aloud to students twice, from which they may take notes. They must then answer six multiple-choice questions and then write a persuasive essay, following several guidelines for a specific audience based on information in the passage.
- ***Task II-B***: Students must follow guidelines to write another persuasive essay, and answer 10 multiple-choice questions, incorporating information based on two documents. One is a written

passage typically almost two pages long, the other is usually a chart or table, but can also be a graphic. In addition, there are now 2 sets of 6 questions for each passage, totaling 12 questions.

- **Task III-A:** Students again develop an essay on a general theme from two different documents, one prose, the other a poem. There are also ten multiple-choice questions.
- **Task IV-B:** The final section is the "critical lens" essay. Students are provided with a brief quotation, the critical lens, which they must then use as the basis for an essay interpreting two literary works of their choice, often ones they have read in class. There are no multiple-choice questions on this section.
- As of 2011, the ELA Examination will be shortened to include only the Task IV paper. However, the other tasks will still be included in limited form; no essay will be required of them, but they will still be present. The examination will be geared to focus more on reading comprehension rather than writing.

**U.S. History & Government Regents** -The purpose of the course is to familiarize students with the New York State U.S. History and Government Regents Examination and the format. Typically given at the end of eleventh grade, this test is the culmination of one year of study in U.S. History and Government. The test consists of multiple choice questions, one thematic essay, and one document-based question (DBQ). Part A of the DBQ contains several short answer questions based on specific documents. Part B of the DBQ consists of an essay that requires students to analyze the documents from Part A.

This exam is administered during the last two weeks of June. Both the thematic essay and document-based question essay are accompanied by a scoring rubric that explains how each will be graded.

In addition, students develop essential skills to successfully complete their coursework including critical thinking skills, reading comprehension skills, strong essay writing skills, analytical skills and reasoning skills. They are also explicitly taught test-taking strategies including time management, developing stamina, and utilizing the exam itself to answer questions, etc. Students are also required to read several classic U.S. History realistic fictional novels such as:

- Uncle Tom's Cabin by Harriet Beecher Stowe
- The Jungle by Upton Sinclair
- How the Other Half Lives by David Leviatin
- Bury My Heart At Wounded Knee by Dee Brown
- The Catcher in the Rye by J.D. Salinger

Students who complete this course and pass the exam will be able to

receive high school credit for 11<sup>th</sup> grade U.S. History and Government Regents.

### ***Earth Science Regents***

#### WHAT IT IS

- A high school course offered in 8<sup>th</sup> grade to selected students
- Satisfies the requirements of an entire year of Earth Science in high school
- Entails completing 1800 minutes of lab time and 36 – 42 Lab Reports and passing the Earth Science Regents Writing Exam
- A head – start in the right direction for our students

#### HOW IT IS ADMINISTERED

- Complete coverage of the Earth Science curriculum will be covered in class
- Labs are completed on Saturdays

#### STUDENTS RESOURCES

- CDS, workbooks, textbooks, visual and audiovisual materials, online sites

#### STUDENTS EXPECTATIONS

- Binder for all lab reports
- 100% attendance in Saturday Success Academy sessions
- Taking relevant notes during class
- Maintaining student's workbook
- Reviewing concepts (nightly)

***Integrated Algebra Regents*** -In order to qualify to take the regents in June, each student must:

- Receive an 80% or higher on every test given in 8<sup>th</sup> grade year
- Maintain an 85 average for the first 3 marking periods
- Pass the practice Regents Exam given in May

If students do not receive at least an 80% on a test, they must take it upon themselves to do test corrections and submit them to their teacher. If the corrections are all correct, they will still be eligible to take the Regents in June. If there are questions still incorrect, they will keep making corrections until they are all correct. Once that is done, they may still be eligible to take the Regents in June. Students have one month after a test is given to complete corrections and submit them. If students receive above an 80% on a test, corrections are not mandatory but highly recommended. This way they will make sure that they receive high scores in class and on state exams.

## **9<sup>th</sup> Grade Integrated Algebra Regents Curriculum**

| <b>Unit</b>                            | <b>Topics Covered</b>  |
|--|--|
| Equations of Lines                     | Domain, Range, Relations and Functions<br>Parallel and perpendicular lines<br>Writing equations of lines   |
| Systems of Equations and Inequalities  | Solving systems of equations graphically, using substitution, and using elimination<br>Real life applications of systems of equations<br>Solving systems of inequalities graphically |
| Absolute Value Functions               | Solving multi-step equations<br>Solving compound inequalities<br>Solving absolute value equations and inequalities<br>Graphing absolute value functions                              |
| Polynomials                            | Multiplying and dividing polynomials<br>Factoring (GCF, trinomials, difference of perfect squares, and by grouping)  |
| Quadratic Functions                    | Graphing quadratic functions<br>Solving quadratic equations<br>Solving linear-quadratic systems graphically and algebraically  |
| Rational Functions                     | Graphing rational functions<br>Simplifying rational expressions<br>Add, subtract, multiply, and divide rational expressions<br>Solving rational equations                            |
| Radical Functions                      | Graphing radical functions<br>Simplifying radical expressions<br>Adding and subtracting radical expressions<br>Rationalizing the denominator<br>Solving radical equations            |
| Exponential Functions and Trigonometry | Graphing exponential functions<br>Exponential growth and decay<br>Compound interest<br>Right triangle trigonometry   |
| Set Theory and Probability             | Set theory and notation<br>Scatter plots<br>Measures of central tendency<br>Histograms<br>Experimental and theoretical probability<br>Combinations and permutations                  |

## **Instructional Support Services**

The Full Instructional Support program at MS 72 believes that each student can achieve regardless of their classification. We focus on the specific strengths that the students come into our school with and work with them through our differentiated classes to overcome their challenges.



Some of our highlights include:

- Self-contained, Integrated Co-Teaching, and Special Education Teacher Support
- Move to least restrictive setting
- IEP Teacher
- Specialized Literacy Program
- Differentiation in ALL content areas
- Focus on reading and writing skills across the content areas
- Qualified and dedicated teachers (100% of our FIS teachers either have their graduate degree in special education or are in the process of receiving it and over 50% of our FIS teachers have dual certifications)
- Individual and group paraprofessionals to address the individual needs of students during group work and independent work
- Positive praise through incentive programs, certificates, and awards

## **Specialized Resources**

- Two speech teachers that push in to multiple content areas, as well as pull students out for individual assistance
- In-school psychologist
- Literacy assistance through academic intervention and Wilson reading programs
- Counseling available to ALL students, not only those who are mandated
- Electives available to ALL students including art, music, technology, and gym

## **English Language Learners**

ESL stands for English as a Second Language and it is the service offered to students known as ELLs or English Language Learners. The ESL teacher provides the service through push in classes, where the teacher sits with the student in one of their regular classes, and pull out classes, where the teacher teaches a group of ELLs in the ESL room. The services offered vary depending upon the students being serviced.

Beginner students see the ESL teacher everyday and are given the strategies, skills and vocabulary needed to converse in the English-speaking world. Intermediate students may have been in the country for a couple of years and rely on the ESL teacher to help them reach their full potential when expressing themselves in academic situations. Advanced students may have a full grasp on the nuances of English but have yet to pass the NYESLAT (state ESL exam) and it is in this area that the ESL teacher offers these students the most guidance. Whatever the student's level of English, the ESL teacher is there to provide a service that both teaches and advocates for those that have still to find their voice in an English-speaking world.

### **Honor Roll/ Principal's List**

Honor Roll and Principal's List are established after each semester to recognize students who achieve excellence in academic performance. To qualify for Honor Roll students must earn an 85 average overall with no grade lower than a 70. To qualify for the Principal's List, a student must earn a 95 or above in all subject areas. Honor Roll students are awarded honors certificates and other Honor paraphernalia as appropriate.

### **Textbooks**

Catherine & Count Basie Middle School 72 provides textbooks for student use through the academic school year. Students are expected to care for the books they receive. Teachers distribute books at the beginning of the year. Inside the cover of each book is a book number, and a designated area that must be completed accurately. This information is logged by the subject area teacher.

Fees are assessed for damaged or lost books. Each book is given a rating according to its condition at the time of distribution. Students who fail to submit textbooks at the end of the year or pay the subsequent fees will not receive their progress reports, report cards, or diplomas until the fines are paid.

### **Opportunities for Specialized Academic Programs**

At Catherine & Count Basie Middle School, we want our students to gain access and opportunities to the numerous academic programs available to students of high caliber. A Better Chance and the Teak Fellowship Program are two such programs, for which high academic performing students will be able to apply under the direct supervision of the academy guidance counselor and assistant principal. Students that choose to apply must be committed to the application process, which is a year long for both programs. Students and parents will receive additional information at an informational/ orientation session that will take place in late September. Listed below are brief descriptions of each program.

#### **A Better Chance**

*A Better Chance is the preeminent national resource for recruiting, identifying, and developing leaders among young people of color – African-American, Latino, Asian-*

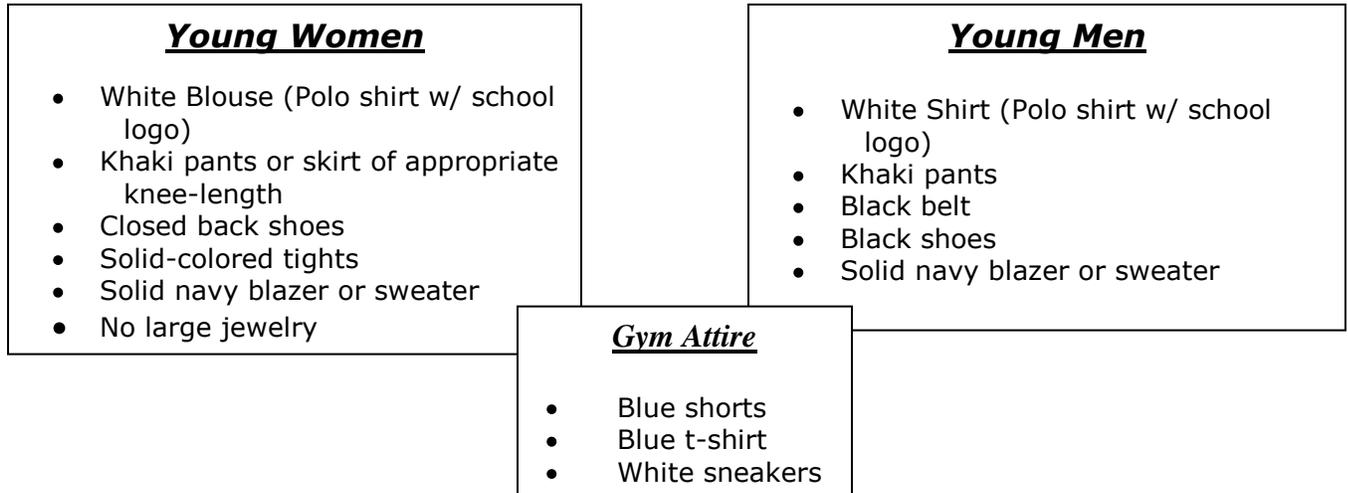
*American, and Native-American – in the United States. Through a unique assessment model, A Better Chance refers academically talented students entering grades six through 11 to some of the nation’s finest independent and public schools to be considered for placement and financial aid. Students accepted in the program are usually in the top 10% of their class, with at least a B average. Students who are successfully placed in one of their 200+ member schools become a part of the signature College Preparatory Schools Program, and receive access to expanded educational and leadership opportunities. For more information visit the website at [www.abetterchance.org/](http://www.abetterchance.org/)*

### **The TEAK Fellowship**

**TEAK** is a program to help economically disadvantaged but high-achieving public school students in New York City gain access to and succeed at top public, parochial, and independent high schools. It offers test preparation, tutoring, mentoring, after-school and summer classes, exposure to the arts and outdoors, and paid summer internships. **TEAK**’s goal is to provide its Fellows an equal opportunity to compete with their peers and succeed. TEAK also has a color blind admissions process.

Students are referred to the program by the guidance counselors, teachers, or assistant principals. Students are nominated based on the following criteria: (1) Students maintain academic averages of 90 or higher; (2) Students have high standardized test scores; (3) Students come from low income families; (4) Students are currently in the seventh grade. Students who meet all four criteria and are nominated fill out an application, obtain teacher and school recommendations, and submit the information to **TEAK** via the guidance counselor or assistant principal. For more information visit the website at [www.teakfellowship.org](http://www.teakfellowship.org)

# Student Dress Code



## **Wear your uniform proudly the way you dress reflects the seriousness and purpose of our school**

- Dress shorts and capri pants may be worn in lieu of dress pants or skirts during September, May and June. Shorts must have a button or snap closure, and must extend to within four inches of the knee but cannot extend below the knees. In addition, shorts cannot be rolled up or have more than four pockets (two in front and two in back).
- All girls' and boys' shirts or blouses must have a collar and sleeves.
- All girls' and boys' shirts and blouses must be tucked inside pants or skirts.
- Navy blazers, sweaters, vests, and sport coats may be worn in addition to regular dress attire. No sweatshirts, zipped or pullover, may be worn as part of the dress code.
- Sports uniforms may only be worn with the consent of the Principal or Assistant Principal to promote school spirit.
- Hats, overcoats, and parkas cannot be worn indoors.
- All student performers in recitals and concerts must adhere to the dress code, with any additions stipulated by the supervising teachers.
- All clothing must be modest, neat, clean, look presentable and fit properly.
- Denim, t-shirts, work clothes, fatigues, sweat clothes, sports attire, mock turtlenecks, oversized clothing, tank tops, spaghetti strap shirts or dresses, are not permissible during the school day.

### **The following attire is never acceptable** (including dress-down or dress up days):

- Shorts, skirts, dresses, etc. with hems or splits that do not extend to within three inches of the knee
- Spaghetti strap or halter top shirts and dresses, or shirts that do not fully cover the midriff
- Clothing that leaves undergarments visible, is too tight, or revealing
- Clothing which advertises or promotes the use of drugs, alcohol, tobacco or includes violent or sexual words, graphic images or innuendos
- Clothing that is clearly offensive

**NOTE: \*\* Students are not permitted to change their clothing in bathrooms during the academic day. \*\***

# School-Wide Behavioral Expectations

This guide provides specific goals, behavioral expectations, and specific routines to be followed.

**School Goal:** Students at Catherine and Count Basie Middle School 72 will meet the Triple R challenge by being respectful, responsible and ready to learn.

## THE THREE RS

**Respect**

**Responsibility**

**Ready to Learn**



## **CAFETERIA**

Ways to be **ready to learn** in the cafeteria at Middle School 72. Some ways we can show that we are ready to learn when in the cafeteria include:

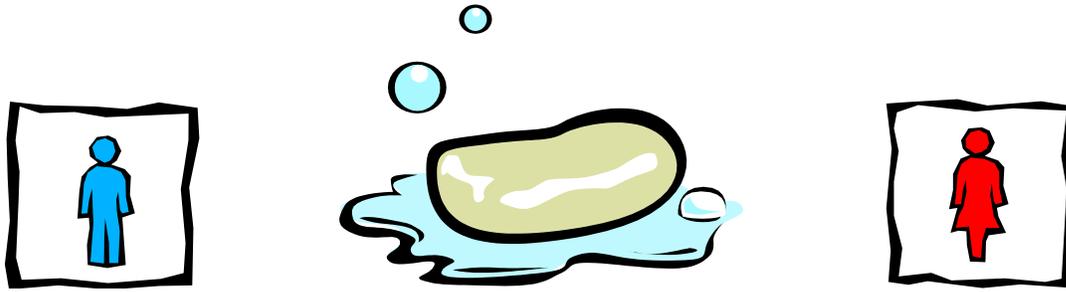
- Going directly to your class before and after lunch
- Always listening for adult directions
- Being aware of new expectations

Ways to be **respectful** in the cafeteria at Middle School 72. Some ways we can show respect when in the cafeteria include:

- Waiting your turn
- Using appropriate tone, volume and language
- Respond positively to supervisors signals or directions
- Give full attention to lunch personnel when in line
- Keep hands and feet to yourself

Ways to be **responsible** in the cafeteria at Middle School 72. Some ways we can show responsibility when in the cafeteria include:

- Clean up after yourself
- Eat food in designated areas only
- Know and remember your ID number
- Walk quietly to and from the cafeteria
- Bring your lunch money into your school daily (if required)
- Handle food appropriately



## **RESTROOM**

Ways to be **responsible** in the restroom. What are some ways you think that we should be responsible, respectful, and ready to learn in the restroom?

- Use water, soap, and paper towels sparingly
- Flush toilet after use
- Keep restroom clean and nice
- Use facilities appropriately
- Keep water in the sink
- Walk in the restroom
- Tell an adult if a restroom needs attention

Ways to be **respectful** in the restroom. What are some ways you think that we should be responsible, respectful, and ready to learn in the restroom?

- Respect others' personal space and property
- Respect others' privacy
- Lock the stall when entering it
- Use appropriate tone, volume, and language

Ways to be **ready** to learn when leaving the restroom. What is one way you think that we should be ready to after leaving the restroom?

- Return directly to class when done



## Hallways

Ways to be **ready to learn** in the hallways at Middle School 72. What are some ways you think we can show that you are ready to learn when in the hallways?

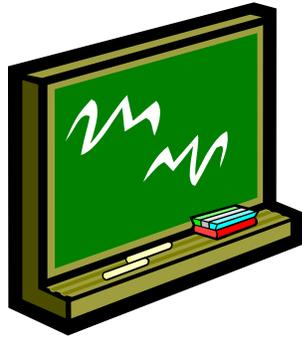
- Go directly to your destination.
- Get everything you need for class in an appropriate amount of time.
- Stay to the right and keep moving.

Ways to be **respectful** in the hallways at Middle School 72. What are some ways you think we can show respect when in the hallways?

- Respect others' personal space and property
- Keep hands and feet to yourself
- Have positive response to redirection
- Respect others' privacy
- Use appropriate tone, volume, and language

Ways to be **ready** to learn as we walk in the hallways at Middle School 72. What are some ways you think we be ready to learn as we walk in the hallways?

- Ensure that you have all your belongings as you move from one class to the next.
- Arrive to class on time.



## **CLASSROOM**

Ways to be **respectful** in the classroom. “Some ways we can be respectful in the classroom include:

- Being aware of other’s space,
- Choosing kind words and actions
- Following directions without comments or outbursts
- Making choices which do not interfere with other’s ability to focus.

Ways to be **responsible** in the classroom. Some ways we can be responsible in the classroom include:

- Using appropriate tone, voice, and language
- Getting permission to speak
- Remaining seated and facing forward
- Staying focused throughout the period”

Ways for students to be **READY-TO-LEARN** in the classroom. Some ways we can be ready-to-learn every day include:

- Arriving to every class on time
- Having all supplies and materials
- Having a reading book with you at all times
- Following your teacher’s classroom procedures
- Doing your best on every assignment

# Student's Contract

**1. My Best Effort** – I understand that my education is very important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my peers and me to learn.

**2. Attendance & Timeliness** - I will come to school everyday on time by 8:00AM and stay until 3:17PM (or later if I am part of a student organization that meets after school).

**3. Uniform** – I will wear my **UNIFORM EVERYDAY** and follow the school dress code.

**4. Homework** – I will complete all of my homework assignments every night.

**5. Communication** – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents to address any concerns.

**6. Responsibility** – I will tell the truth and accept full responsibility for my actions.

**7. REACH** – I understand the following REACH values, and will strive to abide by them everyday.

**R:** I will **respect** myself, my classmates, my teachers, and the school property.

**E:** I will approach learning with **enthusiasm** and a positive attitude.

**A:** I will aim for **achievement** in every subject and complete all homework assignments.

**C:** I will model **good citizenship** and help my peers, my school, and my community.

**H:** I will always demonstrate **hard work**. I will come to class prepared, focused, and ready to learn.

**8. School Rules** – I will follow all school rules in order to protect the safety, interests, and rights of all individuals. I understand that I may lose privileges and have other disciplinary consequences if I fail to abide by school rules and regulations or meet the tenets of the REACH values.

## **How BASIE BUCKS Reward System Works**



**How are you expected to behave?**

### **Target Behaviors**

**How are students to behave? Behavioral goals work wonders with middle school students. They need the required behaviors identified and explained to them. When a student exhibits a target behavior, he or she receives a Basie Buck**

### **Rewards are Linked to Expectations**

**What are behavior expectations? Behavior expectations are broad guidelines that remind students about the specific rules of behavior. Basie Bucks are earned by students for demonstrating school-wide behavioral expectations in class and around the building. These Basie Bucks could be cashed in for incentives. Students receive a calendar at the beginning of every month that tells them what types of opportunities they will have to spend their Basie Bucks. Options that have been used include: no uniform day, school dances, movies in the auditorium, extra computer time in the library, concession items that include school supplies as well as healthy snacks, chips, etc., entrance to school athletic activities, raffles for CD players, cameras, and other items.**

**One important Buck rule at Catherine and Count Basie is that if you ever ask for a Basie Buck the answer is always "NO". Students have come to accept that they will not earn a Buck every time they display the desired behaviors.**

# **System of Distribution**

## **Ways to Earn Bonus Bucks**

- \$ Arriving on time to class with the appropriate materials to work.**
- \$ Being courteous to teachers and other students.**
- \$ Respecting all classroom rules, teacher directions, and materials used in class.**
- \$ Sitting in assigned seat immediately after entering**
- \$ Raising your hand before being called on to speak**
- \$ Keeping your hands, feet and objects to yourself**
- \$ Demonstrating a commitment to learning.**
- \$ Listening assertively during instruction**
- \$ Accepting critique and direction positively**
- \$ Staying Seated and Staying on Task**
- \$ Completing all HOMEWORK assignments**
- \$ Completing all Class Work**
- \$ 100% on Test/Quizzes**
- \$ Showing Great Citizenship/Class Unity**
- \$ Classroom Participation**
- \$ Asking Relevant Questions in the classroom**
- \$ Reading a Book**
- \$ Performing a True Act of Kindness**
- \$ Mentoring or Tutoring a Fellow Classmate**
- \$ Being Named the Student of the Month**
- \$ Displaying the 5 C's: Competence, Confidence, Character, Connection and Care**
- \$ Using appropriate language at all times.**
- \$ Being courteous and respectful to all members of the school staff and to visitors.**
- \$ Demonstrating academic honesty**

## **DUE DATE OR EARNING PERIOD**

- End of the Week
- End of the Class
- End of the Day

## **BASIE BUCK PRIZES**

- Stickers
- Cap Erasers
  - Pencils
- Highlighters
- Larger Erasers
  - Folders
- Late Homework Pass (up to 3 days late)
  - Sit with a friend pass for one class
- Gift card to a place of their choice ( you must earn 100 days of good behavior)
  - Skip a Question on a Test
    - Flash drives
      - Pens
      - Notebooks
    - Various Snacks
      - Basie Gear
  - Tickets to School Events
    - I-Tune Gift Cards
    - School Uniforms
      - Gym Gear
      - Book Bags

## **REDEEMING BASIE BUCKS**

- Meeting 3 Target Behaviors or Skills = 1 Basie Buck
- At level 1 they can spend dollars to get healthy snacks
- At level 2 they can spend 5 dollars to get small prizes
- At level 3 they can spend 10 dollars to get stationary prizes

# **Students' Rights and Responsibilities**

*(As per the Chancellor's Regulations)*

***Responsible Behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society.***

## **Students have a responsibility to:**

1. attend school regularly and punctually and make every effort to achieve in all areas of their education;
2. be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
3. follow school regulations regarding entering and leaving the classroom and school building;
4. help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
5. behave in a manner that contributes to a safe learning environment and does not violate other students' right to learn;
6. share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
7. respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
8. show respect for school property and respect the property of others, both private and public;
9. be polite, courteous and respectful toward other regardless of age, race, creed, color, gender, gender identity, religion, national origin, sexual orientation, physical and/ or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
10. behave in a polite, cooperative manner toward students, teachers and other school staff;
11. promote good human relations and build bridges of understanding among the members of the school community;
12. use non-confrontational methods to resolve conflicts;
13. participate and vote in student government elections;
14. provide leadership by making student government a meaningful forum to encourage maximum involvement;
15. work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
16. observe ethical codes of responsible journalism;
17. refrain from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community;
18. express themselves in a manner which promotes cooperation and does not interfere with the educational process;
19. assemble in a peaceful manner and respect the decision of students who do not wish to participate;
20. bring to school only those personal possessions which are safe and do not interfere with the learning environment;
21. adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
22. be familiar with the school discipline code and abide by school rules and regulations;
23. provide leadership to encourage fellow students to follow established school policies and practices;
24. keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

# **School Supplies (2011-2012)**

At **Catherine & Count Basie Middle School 72**, it is essential that students are prepared with all necessary materials to meet the challenges of the academic day. Below is a list that contains the required materials for all major subjects for the 2011 – 2012 academic school year. Please note some disciplines will require the purchase of additional materials.

## **Supply List**

- (1) – \*\* 3” Binder with dividers (5 subjects).
- (1) – Ruler with holes. *Must have standard and metric measurements.*
- (5) – Plastic page protectors.
- (1) – protractor.
- (1) – \*\* Storage bag or container with the following items: (sharpened pencils, colored pencils, blue and/or black pens, red pens, washable markers & page reinforcements.)
- (1) – Pack of highlighters.
- (1) – Glue stick.
- (1) – \*\* Dictionary.
- (1) – \*\* Thesaurus.
- (1) – Set of index cards.
- (6) – \*\* Composition notebooks.
- (6) – \*\* Twin Pocket folders.
- (2) – Packs of post-its.
- (1) – White lab coat & goggles
- (2) – \*\* Individual pack of tissues.
- (1) – \*\* Lab notebook.
- (1) – World atlas.
- (1) – World map.
- (1) – \*\* Scientific calculator. (7<sup>th</sup> & 8<sup>th</sup> Graders)
- (1) – \*\* Flash Drive (*minimum 2 GB*)
- (1) – Small stapler, staples & small tape.
- (1) – \*\* Student Planner 2011-2012.
- \*\* General supply of lined notebook paper.
- \*\* ***Signifies that this item should be brought to school DAILY.***

# **Parent Involvement**

Research has shown that parental interaction and involvement in a child's school are strongly correlated with student academic performance. At Catherine & Count Basie Middle School 72, parental cooperation is essential to the success of our mission, and is considered a condition of enrollment.

## **Parent- Teacher Conferences**

Parent-Teacher Conferences are held at minimum twice per year – once during the fall term and once during the winter term. Conferences are scheduled for afternoons and evenings to accommodate all parents. Students' report cards and progress reports will be made available during these conferences. Parents are encouraged to make every effort to attend these sessions, which are a vital component of the students' success. Parents who are unable to pick up report cards must make an appointment with the guidance counselor in order to retrieve them. Additional conferences may be scheduled.

Please visit the NYC DOE website at <http://nycenet.edu> for the dates and times of the Parent Conferences for the 2011–2012 academic year.

## **Parent-Teacher Association**

The Parent-Teacher Association is an integral part of the school community. It offers parents and teachers an opportunity to share ideas and work collaboratively towards empowering, improving, and advocating for the most important people in our school – our students. The P.T.A is an essential voice in the educational growth and social development of our children. The P.T.A works in conjunction with the school administration to provide support to all parents and understands the importance of consistent communication. This relationship between parents and administrators empowers parents and informs them about school programs, policies, and other key information. All parents at Catherine & Count Basie Middle School 72 are welcomed and valued. We encourage you to join the P.T.A and take an active part in building our school community.

## **Parent Notices**

Important student notices are distributed during A.M. or P.M homeroom. It is crucial that these notices are given to parents the day they are distributed. Many of these documents are time-sensitive and often require a signed tear-off portion. We suggest that you ask your child on a **daily basis** if any notices were distributed in class. We also encourage you to reinforce that it is the responsibility of each student to ensure that all school correspondences are brought home and given to parents. In addition, some important information may also be sent home by phone, thus please make sure all home information is accurate and updated when necessary. Written correspondence is often accompanied by a phone message.

# Parent's/ Guardian's Pledge

1. **Timeliness** – I will ensure that my child arrives to school everyday on time by 8:00AM. If my child takes the bus, I will ensure that he/ she arrives at the bus stop on time.
2. **Support** – I will always assist my child to the best of my abilities to ensure that my child has an appropriate environment in which to learn. I will provide a quiet learning space for my child to study, make sure he/ she reads nightly, and checks his/ her homework every night.
3. **Communication** – I will make myself available to my child and the school to address any concerns they might have. I will return phone calls from the school within 24 hours. I will make every effort to attend all meetings, seminars, or workshops related to my child's education or behavior.
4. **Uniform** – I will make sure that my child adheres to the dress code.
5. **REACH & School Rules** – I understand the REACH values, and I will foster an environment to help my child achieve each goal. I understand that my child must follow these rules in order to protect the safety, interests, and rights of all individuals. I also understand that my child may lose privileges or have other disciplinary consequences if my child violates the REACH values. I will also support the school in its efforts to enforce high standards for behavior and good citizenship.

## Parent Responsibilities

In order for my child to be successful at Catherine & Count Basie Middle School 72, I realize that I must attend parent meetings and take an active part in my child's education, which includes:

- ❖ providing a quiet study place
- ❖ reducing the number of hours my child watches television
- ❖ creating and follow a study schedule
- ❖ checking my child's homework
- ❖ providing my child with necessary educational supplies

I have chosen to send my child to Catherine & Count Basie Middle School 72 because it is a middle school of academic excellence. I will support this effort by permitting my child to attend the enrichment programs provided by the school. I will submit the necessary forms in a timely fashion and review all my child's applications.

***\* I understand that failure to comply with the rules, regulations, and tenets of this agreement may result in the dismissal of my child from Catherine & Count Basie Middle School 72.***

# **School-Student-Parent Agreement**

Parents, students, and school all sign a contract that outlines their shared commitment to hard work and consistent support of one another. Our school staff will pledge to offer high-quality education, to demonstrate the highest standards of professionalism, and to appreciate, support, and respect every student and parent. The requirements of Catherine & Count Basie Middle School 72 parents are also significant, including reading nightly logs, support for homework, near-perfect attendance, and a high-expectation discipline policy. We expect parent support in promoting academic success and positive behavior in order to ensure that students' tenure at Catherine & Count Basie is successful.

At Catherine & Count Basie 72 we are committed to working collaboratively as a team with parents, students, teachers, and staff to provide the best possible education for your child. In order to achieve our goals, we must work together.

## **Pledge by the School:**

1. Timeliness – We will arrive to school in a timely fashion and model the importance of this critical value for our students.
2. High Quality Education –We will always teach, inform, educate, and share skills, information and knowledge to the best of our ability with our students. As part of a learning community, we are committed to continuously participate and seek out opportunities for professional development.
3. Support & Respect – We promise to appreciate, support, and respect every student.
4. Communication –We promise to communicate regularly with parents about their children's progress and make ourselves available in person, by phone, or via e-mail. We will respond to all correspondence within 24 hours.
5. Homework – We will assign productive, worthwhile homework each night to reinforce and support skills and concepts covered in class.
6. Fairness – We will enforce rules and regulations consistently and equitably.
7. Safety – We will create an environment that promotes the rights, interests, and overall safety of all individuals.

# **Daily Disciplinary Guidelines**

1. All students are to use the "up" and "down" staircases when traveling.
2. All students are to be silent and follow instructions during a fire and shelter drill.
3. Students are to keep to the right during passing and move directly to their next class.
4. All students are to report to their homeroom class at **8:20a.m.**
5. Students are to report to class on time.
6. Students must report to A.M. and P.M homeroom for attendance and dismissal.
7. All students will be escorted by their homeroom teacher to the appropriate exit.
8. All movement throughout the building must be done in an orderly manner.

## **Discipline Code**

***Students are expected to conduct themselves in a proper, safe, and orderly manner at all times.***

- No eating or drinking is permitted in the classroom at any time.
- Students must attend all classes.
- Students will not engage in verbally rude or disrespectful behavior. Profanity, obscene language, or gestures are strictly prohibited.
- Engaging in scholastic dishonesty which includes but is not limited to cheating, plagiarizing, and colluding (engaging in fraudulent collaboration with another person in preparing written work for credit) is strictly prohibited.
- **No** iPods, cell phones, compact disc players, mp3-players, games, or electronic devices of any nature are permitted to be worn or played in the school.
- Smoking, gambling, disrupting classes, cutting classes, and leaving school without permission are strictly prohibited.
- Allowing intruders access into the building is unlawful.
- Defying, disobeying, lying or giving false information to the lawful authority of school personnel or safety agents is strictly prohibited.
- Falsely activating a fire alarm or other disaster alarm is unlawful and strictly prohibited.
- Engaging in vandalism or other intentional damage to school property or property belonging to staff, students, or others is strictly prohibited.
- Fighting, bullying, or violence of any type is strictly prohibited throughout school premises including the school bus.

- WEAPONS, DANGEROUS INSTRUMENTS, and DRUGS OF ANY TYPE are strictly prohibited and are unlawful to carry, sell, distribute, or use in the school building or property at any time!
- Sexually suggestive comments, inappropriate physical contact, or engaging in sexual harassment are strictly prohibited and unlawful.

## **Disciplinary Responses**

***The school may impose sanctions based upon the severity of the infraction.***

- Reprimand by teacher or other faculty member
- Confiscation and loss of any contraband (i.e. walkman, cell phone, etc.)
- Restitution (i.e. payment of fine)
- Conference with teacher
- Referral to administrative personnel
- Conference with counselor, dean, or assistant principal
- Conference with parent, dean, and/ or assistant principal
- Removal from a classroom by a dean or assistant principal
- In-House Suspension
- Referral to outside agencies
- Principal's Suspension and/ or Transfer to another school
- Regional Superintendent Suspension

### **Disciplinary Supports**

- Referral to PPT (Pupil Personnel Team)
- Intervention by mental health staff
- Individual/ group counseling
- Conflict resolution
- Peer mediation
- Development of individual behavior contract
- Restitution
- Short-term behavioral progress report
- Community service (with parental consent)
- Mentoring Program
- Referral to Community Based Organization
- Academic sanctions for a scholastic dishonesty infraction only

**Referral to appropriate substance abuse counseling services**

## **Handling Infractions of Behavioral Expectations**

Catherine and Count Basie Middle School will maintain a level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors:

### **Level 1 Behaviors include:**

- ❑ Inappropriate Language
- ❑ Horseplay
- ❑ Defiance, disrespect, insubordination, non-compliance
- ❑ Lying, cheating
- ❑ Harassment, teasing, taunting (physical and/or verbal)
- ❑ Disruption, excessive talking
- ❑ Dress code violation
- ❑ Not prepared for class

Step 1: Level 1 behaviors are to be handled by the classroom teacher or staff member witnessing such behaviors. The student should be placed on the weekly progress report (Appendix A) for a three-week period.

Step 2: If behaviors persist, the classroom teacher should call the parent to advise them that the teacher will meet with the student for the purpose of goal setting. The teacher and student will meet and complete the Goal/Strategy Sheet (Appendix B). If need be, one of the BMT staff members may be a resource for this process. If you would like to use another person as resource, please fill out the Student in Need of Assistance form (Appendix C) and put it in the Dean's mailbox. The classroom teacher should phone parents to inform them of the goal sheet. An e-mail or note may be sent if phone contact cannot be made. After two weeks, parents should be contacted regarding the student's progress or lack thereof on the goal sheet. Each parent contact should be documented in a phone log and on the goal sheet.

Step 3: If level 1 behaviors have not improved after 4 weeks, please complete the Student in Need Follow-Up (bottom of Appendix C) and put it in the Dean's mailbox. The Behavior Management team will meet and the form will be returned to you with recommendations.

### **Level 2 Behaviors include:**

- ❑ Pushing/Shoving
- ❑ Abusive Language
- ❑ Theft

- ❑ Property Damage
- ❑ Truancy
- ❑ Technology Violations

Level 2 behaviors could be referred to the office at teacher discretion. Teachers will complete an Office Discipline Slip or Referral and send it to the office. Students able to stay in the classroom may be put in isolated instruction. The appropriate personnel will call for the student when instruction is least interrupted and an administrator is available. On the same day the student is sent to the office, the teacher or staff member witnessing the incident should communicate the details to the parents by phone.

### **Level 3 Behaviors include:**

- ❑ Fighting
- ❑ Arson
- ❑ Bomb threat, false alarm
- ❑ Use, possession of alcohol
- ❑ Use, possession of prescription or non-prescription drugs
- ❑ Use, possession of tobacco
- ❑ Use, possession of weapons

Level 3 behaviors should be referred to the office immediately. Teacher will complete an office referral to accompany the student. Consequences for students who engage in level 3 behaviors will include removal from the classroom for a period of time. An administrator will notify parents.

### **Detention Procedures**

Detention is held daily from 3:20 p.m. to 3:50 p.m. or 3:20p.m. – 4:20 p.m. Monday – Thursday. It can also be held on Fridays and from 2:45 to 3:15 p.m. or 2:45p.m. to 3:45 p.m. Students must bring work to the assigned detention. Students may not sleep, eat, drink, talk, or disturb the other students. Any infractions of this policy will result in immediate dismissal from the detention with a detention assigned for the next school day.

Students assigned to detention shall arrange their own transportation home. All students will be given 24 hours notice before they must serve detention. If a student is absent on the day he/she was assigned to serve detention, he/she will be required to serve detention upon return to school. Teachers will notify parents when a student fails to show for assigned detentions.

Upon skipping a detention, two detentions will then be assigned. Students who chronically skip detentions will be referred to the Dean's office.

### **Tardy Procedures**

Students who are tardy to homeroom or other classes will be handled by the classroom teacher in which the lateness occurs. When a student reports to first homeroom after 8:15 a.m. more than three times per semester, the following steps will be taken:

- Upon receipt of the fourth unexcused tardy = verbal notification to student from teacher.
- Upon receipt of the fifth unexcused tardy = teacher assigns one detention that is to be served with the homeroom teacher, cluster teacher, dean or assistant principal.
- Upon receipt of the sixth unexcused tardy = teacher assigns two detentions that are to be served with the homeroom teacher, cluster teacher, dean or assistant principal.
- Upon receipt of the seventh unexcused tardy = teacher notifies school counselor for office interventions.
- Habitual tardiness may be included as part of the district's truancy plan. In addition, students may lose privileges that are set up school-wide, individually by the teacher, and academic team.

## Catherine and Count Basie Middle School 72

### Student/Teacher Goal and Strategy Sheet

Please come up with specific strategies that can lead to successfully accomplishing each goal.

**Student Goal:** I will respect my teacher and the guidelines of his/her classroom, and take **responsibility** for my actions by coming to class **ready to learn**.

Strategy #1:

Strategy #2:

Strategy #3:

**Teacher Goal:** I will help my student(s) work toward success by providing them with the needed support to meet the **Triple Crown** challenge (being **respectful, responsible, and ready to learn**).

Strategy #1:

Strategy #2:

Strategy #3:

Signatures: Student \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parental Contact (Please list dates and times):**

\_\_\_\_\_

# **GENERAL SCHOOL INFORMATION**

## **School Hours**

The Main School Office (room 108) is open during the regular academic school year daily from 8:20a.m to 3:20p.m. The school building is open at 7:50a.m to admit students who choose to eat breakfast. Students are supervised from 7:50a.m until 3:18p.m (Monday—Thursday) and 7:50a.m until 2:40p.m (Friday) during all school-sponsored activities.

## **Visitors**

To ensure student safety, all visitors must sign-in and obtain an identification badge when entering the building. A valid form of identification is required. In all cases, visitors must first report to the Main Office (room 108) before seeing anyone in the building.

## **Emergency Contact Cards**

Every student is given an Emergency Contact Card to complete. As the name indicates, this card is essential and helps us contact someone in case of an emergency (i.e. illness, injury, etc.). This card must be filled out completely. The information must be accurate and up-to-date. **Students will not be released into the care of any adult unless his/ her name is listed on the blue card. Only relatives 21 years or older can sign-out a child and proper identification is mandatory. Written correspondence (i.e. e-mail, letter or fax) are not accepted to sign a child out, only the names listed on the blue card.**

## **Medical Needs**

Parents must notify the school administration if a student has a special medical condition or need. School personnel cannot administer any type of medication to students. Parents must provide the school with a doctor's note that includes dosage, storage instructions, and the original prescription bottle/ container for those students who must take prescribed medication during the day. Students must report to the nurse's office with a valid pass to receive medication. Health personnel will log all administered student medication.

If your child has a medical condition, or requires special services, contact the Department Education at (212)-374-6097. Provide the child's name, school, class and a description of your child's special needs. An evaluation of your request will then be performed by the Department of Health and the Department of Education. A decision will be made as to whether your child qualifies for Section 504 services of the Rehabilitation Act, the Americans with Disabilities Act and various New York City and State laws. You will be informed of the decision within 30 days.

### **Child Custody**

Our school recognizes that issues related to legal custody of students are complex and can impact a student's educational experience. Parents and legal guardians are strongly encouraged to stay abreast of their children's academic progress. Parents may review their child's records. Requests to review should be made to the school administration, and will be granted within 45 days according to New York City law. If a non-custodial parent requests access to a child's records, the school will notify the legal parent, guardian, or institution where the child resides. Unless the custodial parent informs the school of a legal document or court order revoking the non-custodial parent's rights of access within 45 days, the record will be made available to the non-custodial parent.

Official notices and report cards will be sent to the parent or legal guardian with primary physical custody of the student during the school year. *It is the responsibility of the parent or legal custodian with primary physical custody to **provide current copies of court orders** to the school.* Child visitation and exchange of custody should not take place during school hours or on school property.

### **Breakfast/ Lunch Programs**

Catherine & Count Basie Middle School 72 **is no longer Universal Free Lunch School. All students attending MS72 must thoroughly complete the lunch forms distributed during the first week of school in order to be entitled to breakfast or lunch. These forms must be submitted no later than Monday, September 12, 2012.** Breakfast is served at 7:45a.m each morning. All students are expected to maintain a clean, safe environment. Inappropriate behavior will not be tolerated. Students must be respectful and adhere to the rules and regulations in the cafeteria.

Students are not permitted to leave school grounds during their lunch period. When the weather permits, under the direction and supervision of school personnel, students are allowed to use the schoolyard for their lunch recess.

## **"THE ACADEMIC DAY"**

### **Homeroom**

The 8:20a.m bell signals the beginning of A.M. homeroom and the start of the school day. Students go directly to homeroom where morning announcements are made, attendance is taken, and other homeroom business is handled. PM Homeroom begins at 3:07pm and ends at 3:17pm

(Monday—Thursday), and begins at 2:30pm and ends at 2:40p.m (Fridays). During P.M. homeroom, students gather their belongings and attendance is taken. Students are then escorted by their homeroom teacher to the designated first floor exit. **Students must report to PM homeroom everyday.**

### **Room Passes**

Every student is expected to be in his/ her classroom at the required time. No one is permitted to go anywhere other than the assigned room. The teacher will issue a color-coded or Lucite pass whenever a student is sent out of the room. Students may only leave a classroom with the explicit permission of the teacher. Passes are not issued during the first and last ten (10) minutes of class.

### **Hallway & Passing Decorum**

At the end of each period, the teacher will dismiss the class. Students are expected to be in the next assigned class and working before the sound of the late bell. Students must always go directly to their next class. They have three (3) minutes to travel to their assigned classes. When traveling students must keep to the right, and use the appropriate stairways. Teachers will note latecomers on the Daily Section Sheet and those who are excessively late will receive immediate attendance intervention services.

### **Assembly Decorum**

Assemblies are held in each academy once per month. They are held to inform students about school policies, celebrate student academic achievement, provide students' with the opportunity to share their gifts and talents, and learn important information. Speakers, whether part of Catherine & Count Basie or members of the general public, deserve the utmost respect. Displays of any kind exhibiting anything other than respect are strictly prohibited.

### **Dean's Office**

The dean helps to maintain student discipline within the school. There is a dean in each academy. Teachers refer students to the dean's office when the need arises. Students may also seek the dean's assistance; however, they must obtain a proper pass. No student is permitted to go the dean's office on his/ her own.

### **Nurse's Office**

If a student becomes ill, he/ she must ask the teacher for permission to go the nurse's office. Students must have a pass and report directly to the nurse's office. Parents must come to school to pick up their children. If parents cannot be reached and it is not an emergency situation, students will be sent back to class. If students are too ill to go to class, provisions will be made for students.

### **Bus Decorum**

Students who are on the school bus are expected to obey all school regulations, including dress and grooming regulations. Loud, boisterous, and disruptive behavior will result in disciplinary action. The bus driver, and bus patrons or matrons have full authority over passengers.

### **School Library**

The purpose of the Library is to provide a scholarly, organized and quiet environment for research and study. The library is open during the regular academic day to all students with the exception of testing dates. Students should be sensitive to the needs of others and make every effort to maintain the library as a place of peace and quiet.

### **Internet Use**

All internet use must be in support of educational goals and objectives established by Catherine & Count Basie Middle School 72 and the Department of Education. Failure to follow the guidelines will result in the loss of privileges, disciplinary action, and/ or appropriate legal action.

### **School Phone Policy**

Students are not permitted to use school phones. Students must use the telephone in a dean's or assistant principal's office, not the main office. Requests to use the telephone should only be made if a serious emergency exists or if a student becomes ill.

Students are not permitted to receive personal phone calls as it disrupts the educational process. Parents may only call the school for an **extreme emergency**. All emergency phone calls for students will be sent to the dean. Please note that *secretaries do not take messages for students*.

### **Student Store**

The school store is located on the first floor. Regular school supplies and the school shirt are sold at the store. The store is open during students' lunch periods. Students are only permitted to go to the Student Store with the permission from the supervisor in charge of the cafeteria.

### **Transportation**

The General Education Pupil Transportation Policies, Procedures, and Eligibility Requirements are determined by the Office of Pupil Transportation within the Department of Education. Pupil transportation by contract bus or common carrier service is made according to grade, distance, and program. The mode of transportation (yellow bus or Metro Card) is also determined by the OPT.

The OPT and DOE determine eligibility and bus stops where students are

picked up and dropped off. It usually takes up to two weeks at the beginning of the school year for all school buses to establish and maintain a regular schedule.

### **Bussing**

- ❖ If a child is in **grade 6** and resides **1 mile or more from school**, he/ she is eligible for General Education Transportation (Yellow School Bus) or **free fare on Public Transportation.**
- ❖ If a child is in **grades 7 or 8** and resides between **½ and 1½ miles from school**, he or she is eligible for **half fare on Public Transportation.**
- ❖ If a child is in **grades 7 or 8** and resides between **more than 1½ miles from school**, he or she is eligible for **free fare on Public Transportation.**

### **Metro Cards**

Full Fare Metro Cards: A full fare Metro Card provides three trips on both subway and surface bus lines. A special four trip Metro Card is available upon the principal's request. On most trips students can use their cards freely to transfer from bus to subway, bus to bus, or subway to bus.

Half-Fare Metro Cards: A Half-Fare Student Metro Card is only good for use on surface transportation such as New York City Transit or Franchise Carrier Buses (Green Bus Lines; Jamaica Bus Line; Queens Surface; Triboro Coach). This card is only valid for three trips per day.

*Metro Cards are good between 5:30a.m and 8:30p.m. They are only good when school is in session. It is only for use by the student to whom it is issued, and his/ her name appears on the card. If a police officer, bus operator, or station agents asks, students must show them their cards.*

For more information log on the OPT's website at <http://opt-osfns.org/opt>

## **Extracurricular Activities**

### **Eligibility**

Catherine & Count Basie Middle School 72 offers a wonderful array of extracurricular activities to address the academic, social, emotional, and physical needs of our students in meaningful and engaging ways. All extracurricular activities are governed by an eligibility standard. Students failing a course at the end of the 4 ½ week progress report period, will receive a minimum of one suspension from performance/competition and until satisfactory progress has been demonstrated and approved by the appropriate teacher and middle school coordinator.

Students failing a course at the end of a 9-week grading period will be ineligible for participation in school activities or functions. The following standards will be in effect:

One 55 - Five (5) school day suspension from participation/competition  
Two 55s - Ten (10) school day suspension from participation/competition  
Three or more 55's Suspension from participation/competition until the next grading period

The suspension period begins on the Monday following the distribution of progress reports or grades, and only affects the participation/competition. Students are expected to attend team meetings and practices during a period of ineligibility.

Except in cases of family emergencies, students participating in afternoon or evening activities must be in attendance on the day of the activity. If a student misses school because of illness or is absent with the school's approval, the student will be excluded from participating in afternoon or evening activities that day. If the absence is UNEXCUSED, the student may be excluded from participation in Saturday and Sunday performances or competitions as well. The attendance requirement may be waived by the principal if the absence is for an unavoidable, non-illness related reason.

### **Discipline**

Students participating in or attending any school-sponsored sport, activity, or function, whether on or off school grounds or during regular school hours, are considered to be representatives of Catherine & Count Basie and therefore held accountable for their behavior. Depending on the severity and/ or nature of the misbehavior, a student may be subject to disciplinary consequences. Seniors involved in inappropriate behavior during the second semester of the year may be subject to consequences in addition to or replacement of the normal ones. These additional consequences include but are not limited to: loss of privilege to attend Senior Prom, Award Assembly, Senior Trip, Senior Breakfast, and/ or Graduation Ceremonies.

## **Student Organizations**

### **Arista National Honor Society**

The purpose of the Arista Honor Society is to create enthusiasm for scholarship, to stimulate desire to render service, to promote leadership, and to develop character in the students of Catherine & Count Basie Middle School 72.

Students interested in the program must apply. In order to obtain membership students must possess at least an 85 average, submit an application which includes a detailed leadership proposal, participate in focus group interviews, letters of recommendation and pass the review of the Arista Honor Society Faculty Council.

Membership in Arista is an honor bestowed upon a student. Selection for

membership is based on scholarship, leadership, character, and service. Students that participate in Arista will be involved in intense leadership training, high school preparation, and various community initiatives.

### **Student Council/ Executive Student Council – Principal’s Cabinet**

Catherine & Count Basie Middle School has an active Student Council comprised of an Executive Council and a core Body of Representatives. During the first semester each homeroom class in the sixth, seventh, and eighth grades elects a class president, vice president, treasurer and secretary. These students will be the General Body of Representatives. The Executive Council is comprised of the president of each class.

The purpose of our Student Council is to promote student activity and school spirit, develop good relations between staff and students, develop attitudes of good citizenship, promote the welfare of the school, provide a forum for student expression and input, develop student initiative and responsibility, and provide an opportunity to train student leaders.

The Student Council helps plan school service and social activities. The ***Executive Student Council/ Principal’s Cabinet*** will meet bi-weekly to plan service projects, monthly meetings, and other school-sponsored activities under the direction the principal and an assistant principal or teacher coordinator.

### **The “Sights” Cheerleading Squad and Step Team**

The goal of the Spirit Squad is to build leadership, teamwork, responsibility and scholarship for all of its members. The members of this program are required to:

- ❖ Maintain good academic standing
- ❖ Participate in various community service activities
- ❖ Promote team and school spirit during various activities

### **The “Sounds” Basketball Team**

This program focuses on the importance of balancing academics and the art of playing sports. The team goals are as follows:

- ❖ Learn basic basketball fundamentals
- ❖ Develop teamwork
- ❖ Learn discipline
- ❖ Develop team structure
- ❖ Learn team support
- ❖ Learn the importance of physical fitness

### **Dance**

Students will explore various cultures and historical periods through the art of dance. They will become aware of rhythm, tempo, space, direction, size, level, and control of movement. This course is a creative outlet in which students will build their self-image, self-awareness, and self direction.

Students will learn how to apply critical and creative thinking skills. They will understand the connections between dance and healthy living. Students will be afforded many opportunities to display their acquired knowledge through monthly assemblies and a culminating performance.

Future Corps provides students with the opportunity to utilize both their academic and personal talents to address the concerns of their community. They work in collaboration with programs and teachers within the building to make contributions to the community. The goal of the Future Corps program is to produce and develop accountable and knowledgeable citizens.

### **Instrumental Music Program**

This program is based on scholarship and school/ community service. Students will be immersed, thus providing them with concise and comprehensive view of music through theory, history, analysis, performance and performance practicum. The artistic, scholastic, and social development of the student is the primary focus.

Students will be given the opportunity to learn, practice, and perform the basic fundamentals of music. Their musical repertoire will be representative of the diverse cultures within our school. This program will encourage and build students' confidence, develop fine motor skills, and respond creatively to the expressive qualities of music.

### **Catherine & Count Basie Choir**

The Catherine & Count Basie Choir will study music from various time periods and genres. Students learn to sing in multiple parts. They will learn vocal techniques, fundamentals of group singing, how to sing in tune and harmony, how to interpret music, and how to perform for the public. The chorus performs a variety of songs including patriotic, holiday, international, classical, popular, folk, spirituals, gospel, and even urban hip-hop. Students will be exposed to wonderful music. They will learn important skills like dependability, leadership, honesty, commitment, punctuality, organization and self-discipline.

### **Journalism Club**

This course provides a forum for students to write, express, and communicate their ideas. Students learn about the history of journalism and freedom of the press. Students will generate a monthly newsletter composed of categories such as current events, academics, editorials, feature articles, advertisements, sports, book reviews, short stories, poetry, interviews, and much, much more.

### **Debate Club**

The purpose of the Debate Club is to teach students how to argue a position

effectively and persuasively. This club promotes excellence in debating, oral communication, and critical thinking skills. Students learn how to speak in front of audiences on a range of topics. This club is exciting and challenging and participation will also help students succeed in high school as well.

### **Math Club**

Students in this club are involved in various math competitions such as MATHCOUNTS and AMC8 (American Mathematics Competition) and compete on a school level as well as travel to other schools to compete. This club challenges young minds by exploring intriguing word problems involving algebra, geometry, statistics, probability, and number sense. This club is specially designed for students who enjoy math and want to improve their critical thinking skills as well as challenge their math minds.

### **Junior Broadway Project**

This extracurricular activity is a musical theater club. Students are engaged in all aspects of the culminating performance of a Broadway show. This includes but is not limited to rehearsals, set design, and student performance. Students must audition for roles and sign a contract which states that they will be committed, diligent, hard-working, and in attendance to every scheduled rehearsal. For the 2010-2011 school year, our students performed the musical "Aladdin."

### **Project BOOST**

Project BOOST is an acronym for Building Options and Opportunities for Students. It is a program targeted at elementary and middle school students who have demonstrated academic talent but come from disadvantaged neighborhoods where they do not have the opportunity to expand on these talents. It provides students with the kinds of cultural and intellectual experiences that inspire other students in suburban and parochial school settings. Boost's focus is to help reverse a trend among gifted inner-city public school students that high school is not an obvious path to a successful life and college is not an academic expectation.

Project BOOST is the brain child of the Center for Education Initiatives-Public Education Association's School Network of which M.S 72 is a member.

### **Penny Harvest Empowerment Society – (Future Corps)**

Ingeniously simple and remarkably versatile, the Common Cents Penny Harvest is a year-long program designed to thrive within the school day and to build upon itself year after year. The Penny Harvest requires three things that every community has: idle pennies, un-met community needs, and kids that care. While each Penny Harvest school is unique the outcomes and spirit of the program remain the same. A trained, community-minded Penny Harvest Coach carefully guides a group of dedicated students, and using the tools found in their Penny Harvest Kit lead the school through the full year experience.

The Penny Harvest shows young people they have the ability to make the world a better place by introducing them to the power of philanthropy and service during their formative years. As children help others, they develop their generosity and moral character, and they learn through practice the skills and responsibilities of democratic participation.

### **Multicultural Club**

This organization is comprised of sixth, seventh, and eighth graders who are eager to be exposed to various elements of culture throughout the world beginning with the 36 cultures represented in our school. Students gain in-depth knowledge of many aspects of culture and demonstrate this knowledge in performances twice a year. These culminating performances usually take place during the mid-winter season and in the spring in the form of a Fashion Show. These shows are organized and facilitated by student leaders. Each show always includes singing, dancing, modeling, and acting. This group meets once to three times per week as students draw closer to performance time. This year we are also planning a Multicultural banquet for the winter season. The culminating event will be a Multicultural Parade in May 2012.

### **Executive Student Council**

This group of civic-minded students meets with the Principal once a month and as needed to discuss and plan events for the student body as it pertains to maintaining a healthy, safe, kid friendly atmosphere. They are responsible for being the conduit between the student body and the administrative staff. They share concerns about everything from the cafeteria lunch to the upkeep of the student bathrooms. In conjunction with the principal, these students are responsible for sharing the concerns of their peers and creating with viable solutions with which their peers will be satisfied. In this way, students are truly a part of the decision and policy making body here at MS 72. This body of students is also responsible for suggesting and choosing titles of trade books to be purchased for student use in our class libraries and school library.

### **Nutrition Club**

This organization meets once a month to determine the theme of the month as far as the decor in the student cafeteria. They also plan the menu for the month in collaboration with the kitchen staff. If there are any promotions sponsored by the Office of Health and Nutrition, these students are also responsible for getting the word out to the student body.

### **ADL (Anti-Defamation League) Peer Mediation Program**

Led by a Faculty Advisor and an ADL (Anti-Defamation League) Trained Peer Mediator Coach, MS 72 children have the opportunity to exercise the moral values instilled in them by their parents, which is further cultivated by MS 72

staff. We take great pride in our children who take the initiative to seek to improve themselves, and provide an important service to their immediate school community.

The Peer Mediation Program seeks:

- ❖ To develop student leaders by developing a common vocabulary for discussing issues of diversity, bigotry, and discrimination
- ❖ Develop the capacity for student leaders to recognize and acknowledge prejudice and discriminatory behavior in themselves and others
- ❖ To demonstrate an understanding of democratic principles by Peer Leaders and an understanding of their personal roles in making justice and equity a reality in the world around them
- ❖ To develop social responsibility in youth with opportunities to provide community service and model pro-social behavior
- ❖ To increase young peoples self-esteem as well as critical thinking and problem solving
- ❖ To provide a safe space for youth to define and speak out on important issues.

### **Art Club**

Students who are seriously interested in attending a high school that specializes in Visual Arts are encouraged to join this organization. This special morning program provides students with individualized instruction in a small group setting. Students learn how to create a comprehensive art portfolio including portraits, landscapes, abstracts, still life, sculptures, and they must maintain a journal/ sketchbook. Typically the program begins in October and ends in early March and is open to all grades.

### **THE S.O.L.D.I.E.R. PROGRAM**

The S.O.L.D.I.E.R. Program of MS 72 is a manhood/mentoring/life-skills program designed to channel the influence and strength that 'at-risk' youth use toward self destructive activities to positive and productive activities that will foster their personal development. As a result, it is the goal of the S.O.L.D.I.E.R. Program that these young men will grow into young men of integrity, thus becoming influential and steadfast soldiers for righteousness within their family and community. This process will be done through ongoing character development and community awareness workshops throughout the school year in addition to individual and group conferences addressing teachers' feedback on the progress or lack thereof for S.O.L.D.I.E.R. Program participants. Outdoor excursions are also implemented as an incentive to live up to the S.O.L.D.I.E.R. Program codes of conduct. In sum, this program focuses on cultivating the character, attitude, and behavior required to be productive students in the classroom as well as influential leaders for righteousness.

### **W.E. R.I.S.E.**

Women Engaged in Real Investment in Our Society and Education (W.E. R.I.S.E.) is dedicated to promoting leadership in female students and faculty in order to inspire academic, social, and emotional growth and to fight discrimination in our school and community. We believe in collaboration, honesty, respect, and awareness so that we can have a safer and more productive environment to live, learn, and reach our goals.

The student leadership team is a chance for female students to take on leadership roles in the school and local community. Students work closely with the faculty supervisor on planning and implementing WE RISE curriculum and lessons, as well as recruitment.

### **Teens Making Proud Choices**

This program is a forum where students can be informed, understand consequences, and ask questions in relation to the events/issues that impact their life. Many community based organizations work in collaboration with TMPC such as NYPD, Kidwise/Safespace, and Office of Corrections. This initiative usually kicks off in December and continues throughout the end of the academic year. TMPC has many various forums including class visits, assemblies, and small group meetings. TMPC covers a wide range of topics which include:

- *Gang Awareness/Prevention*
- *Violence Prevention*
- *Teenage Domestic Abuse*
- *Teen Development*
- *Teenage Pregnancy*
- *Respect for Others*
- *Racial Tolerance*
- *Bullying*
- *Drug Awareness/Prevention*
- *Alcohol Awareness/Prevention*

### **The Drum Line**

This program is designed to provide students with musical opportunities and experiences that will enhance their lives as well their education. The goal is to impart and encourage an appreciation of music to all of its members through successful study and performance. Students who participate learn how to read basic notations, count rhythms and become aware of the discipline that it takes to be on a drum line.

In addition, those students with the interest, talent and dedication are given the opportunity to develop the skills described above as well as a knowledge of music that prepare them for the progression into a high school band

program. Thus, the Drum Line program is focused on ensuring that students leave as competent musicians who use their skills inside and outside of the band room. Hard work, respect, and discipline are encouraged as it provides a solid foundation for musical growth and achievement.

### **Wrestling**

This organization meets once to twice per week and students are encouraged to participate in this exciting and engaging sport. As students gain experience, they learn more complex techniques that often correlate to higher academic performance. It is also designed to build character that contributes to one's ability to become a more responsible member of the school community.

Wrestling is also a great way to build confidence and self-defense skills. It helps to develop agility, balance, reflexes and strength in every major muscle group. Students participate in local and district wide competitions.

### **The Mouse Squad**

The MOUSE Squad at Catherine & Count Basie Middle School 72 is available to students in all grades. These students manage and maintain IT inventory, including, but not limited to, PCs, Macs, laptops, tablets, mobile devices, printers, scanners, fax machines, copiers, switches, routers, wireless devices, computer labs, classroom labs, a library lab, Read 180 labs, laptop carts, multimedia carts, laptop/projector carts, A/V equipment, Promethean interactive white boards and accessories as well as application, file and domain servers.

# **Community Support**

Catherine & Count Basie Middle School is in partnership with several community organizations which include KidWise/ Safe Space, RISE Inc. Queens, Attendance Dropout Prevention Program, Beacon Program Center for Children and Families, and Queens Child Guidance. For additional information, please contact these programs directly.

|  |                              |
|--|------------------------------|
| <b><i>School Based Support Team</i></b>    | <b><i>(718)-525-3767</i></b> |
| <b><i>KidWise/ Safe Space</i></b>          | <b><i>(718)-276-2481</i></b> |
| <b><i>Beacon Program Center</i></b>        | <b><i>(718)-276-7728</i></b> |
| <b><i>R.I.S.E</i></b>                      | <b><i>(718)-723-4190</i></b> |
| <b><i>Queens Child Guidance Center</i></b> | <b><i>(718)-528-4958</i></b> |

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## **KidWise/ Safe Space Program**

KidWise provides a holistic, integrated approach that includes families, school staff and the community in the planning and development of the services provided. Kidwise uses a strength- based model that focuses on the child's positive attributes. The overriding goal of KidWise is to break down barriers, which prevent children from succeeding in school by using creative clinical interventions and to promote parental and community involvement in the school. Intensive mental health services are targeted to children and families who have historically avoided more traditional clinical settings. KidWise was developed to evaluate and treat children with, or at risk of, serious emotional disturbance, in order to allow them to remain in the least restrictive educational setting.

The Kidwise Program is located in Middle School 72 with a population of over 800 students. Kidwise works collaboratively with school staff to ensure that necessary services are in place in order to meet the needs of the school and surrounding community. Along with individual and group counseling, the Kidwise program has events geared toward fostering new and existing relationships, as well as exposing children to positive, new and exciting experiences. Providing core mental health services in school setting do not happen in vacuum. The only way to successfully implement such services during the school day is to create an environment in which the program becomes part of the school. In our experience it takes intensive networking, community building and a constant presence in the school to meet this goal.

Kidwise offers the following services: crisis counseling, assessment, evaluation treatment and referral if necessary. This includes individuals and group counseling, to address feelings of loss, bereavement, anxiety and depression. KidWise provides creative programming that is of interest to parents, which has led to increased involvement of parents in their children's education and emotional health. Our parental activities include: Parent and Children Cultural Sensitivity Trips, parenting workshops, and Three Fellowship Healing Dinners for families organized around Thanksgiving, December Holiday, and Easter Celebration. The Fellowship Healing Dinners are an important component of developing a community- based crisis support network. Kidwise services also include the Bridge to life Summer camp, Girl Talk Group, Boys Hour of Power, Supportive Relaxation, Girl's and Boy's Basketball Team, Music group, Dance Group, training, and therapeutic recreational trips.

# Basie Beacon Prevention Program

## Program Overview

The Basie Beacon Prevention Program (BBPP) is an ACS funded counseling program aimed at decreasing the incidence of child abuse and neglect among families in Jamaica, Queens and surrounding neighborhoods. The program is school-based located inside Catherine & Count Basie Middle School 72. The primary focus is family counseling, however, they also provide individual and group counseling, parent aid, advocacy and community referrals. This is the program's third year in operation under the QCGC. The program has the capacity to serve 45 families at any given time.

## Contributions to Middle School 72 & the Community

### ***Free family counseling by experienced, professional highly committed staff***

Staff is currently comprised of one (1) BSW (Bachelors of Arts in Social Work), two (2) Masters level workers (MSW and MA in School Counseling), and 1 LMSW program supervisor. In addition to family counseling, BBPP services also include school visits, advocacy, community referrals (concrete and mental health services), housing advocacy, parenting aid/ support (individual and group).

### ***Pupil Personnel Team (PPT) Participation***

The BBPP supervisor has established strong working relationships with the MS72 faculty and staff and is an active member of the Pupil Personnel Team within the school. Inclusion in the PPT aids both BBPP and MS72 by serving as a source of referrals from teachers, deans, and other administrators. School referrals are given high priority. BBPP also receives several referrals from PS80 which is a feeder school for MS 72.

### ***Parent Support***

BBPP provided support through individual and group modalities to help parents enhance their parenting skills. One-on-one parent aid may consist of (but is not limited to) workshops on coping skills, anger management, communication, and psycho-education regarding child development and non-physical discipline.

BBPP also utilizes therapeutic strength-based curriculum to facilitate a 12-week parenting support group called the Parenting Journey. The group is designed to provide the following:

- ❖ A chance for parents to be nurtured and focus on nurturing themselves in order to become better resources to themselves and their families.
- ❖ A chance to emphasize the parent as a person separate from their children or families.
- ❖ A chance to learn about what worked and did not work in their own childhood experience in order to become a more successful parent.

### ***Community Outreach***

Monthly home visits are mandatory for families to receive preventive services. At least one home visit (sometimes unscheduled) is usually conducted before a case is

rejected for services. BBPP is the only in-house program that provides outreach in the form of home visits to assess family needs.

### ***First Line of Defense Before Reporting***

BBPP is a viable resource to offer families that are risk for being reported (unless children are in immediate danger) by school officials. BBPP accepts cases where truancy is the primary issue affecting the family. Preventative services can be utilized prior to calling the NYS Central Registry.

## **R.I.S.E.**

### ***Recreational Inner-City Sports & Education***

R.I.S.E is a non-profit organization that caters to the social, economic, emotional, academic, and physical needs of the children and families in the community and beyond. This community outreach program was founded by Gary Clifton in 1985 and has been housed at Catherine & Count Basie Middle School for over twenty years. The vice president, Tim Clifton who organizes, supervises, and runs many of the hands-on programs at MS72 describes it as, a "home away from home" that "keeps children off the street."

There are a plethora of outreach programs which include but are not limited to Girls & Boys Basketball, Football, The Fatherhood Program, Mentoring, Counseling, High School & College Advisement, Family Counseling, Job Placement, and Youth Intervention Services.

There are countless stories of students who have experienced great success. Students have received partial and full academic and athletic scholarships from the University of Pittsburg, University of Virginia, Southern New Hampshire University, Hartford University, South Carolina State University, Connecticut University, and many other prestigious academic institutions. Last year one of their students, Matthew Robinson was honored as one of the Highest Academic Achievers City-Wide in the Daily News. Matthew will attend Hampton University as a freshman this year on a partial academic scholarship.

#### **Board of Directors**

##### **President**

Gary Clifton

##### **Vice President**

Roger King & Tim Clifton

##### **Youth Coordinator**

Wes Nelson

# **Sports and Arts Program**

## **Program Overview**

Sports and Arts Foundation (SES) is a free after-school program that helps eligible students improve reading, language arts, and math skills while preparing them for city and state standardized tests utilizing KAPLAN Test Prep curriculum. The program also provides various activities in the arts such as photography, art lessons involving the writing of comic books, tennis, girls and boys basketball, wrestling, a step team, Broadway Junior, and a host of field trips such as Baltimore to the Blacks in Wax Museum, college tours, the circus, and professional basketball games.

All teacher/artists involved with students are NYS certified.